

Impact of direct method techniques in the characterization of interactive speaking situations in fifth grade students in a rural classroom at Institution Educative “El Paraíso”, in Algeciras, Huila.
(Tesis)

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Neiva – Huila
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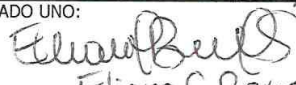
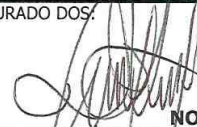
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Impact of direct method techniques in the characterization of interactive speaking situations in fifth grade student at "El Paraíso" school									
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OBSERVACIONES DE LA SUSTENTACIÓN:									
The study must be organized concerning the research question so it matches the main research objective. The concept of design in the presentation must be reused. The study must include more samples of data from videos and observation.									
CONCEPTO									
APROBADO	☒	NO APROBADO	☐						
NOTA EN LETRAS:	Cuatro punto cero	NOTA EN NÚMERO:	4.1						
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DEDICATORIA

A Dios por ser mi guía y darme la fuerza, la perseverancia y valentía en todos los proyectos que me propongo.

A mi familia por ser el motor de mis esfuerzos.

A mis sobrinos por motivarme a ser un ejemplo para ellos, para que tengan presente que todo es posible cuando trabajas con disciplina y esfuerzo.

Nunca desistas de un sueño, solo trata de ver las señales que te lleven a él.

Pablo Cohelo.



Bogotá, Enero 16 de 2019.

Señores

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CONTENTS

	Pág.
Contextualization.....	10
Research Statement.....	13
Justification.....	17
Theoretical Framework.....	20
Related studies.....	20
Main constructions	24
Type of study	34
Research design	34
Type of Research	34
Data collection instruments and techniques	38
Video recording	38
Questionnaires	38
Observation.....	39
Timetable and stages	39
Instructional design	41
Approach	41
Design.....	42
Procedure	43

Implementation and data collection.....	44
Data analysis.....	50
Security and self-confidence	50
Use of expressions of the students inside and outside the classroom.....	54
Positive engagement and motivation.....	65
Conclusions	77
Limitations and implications	80
Limitations.....	80
Implications	80
References	82
Annexs.....	86

Graphics List

	Page.
Graphs 1. Results of Pre-test.	11
Graphs 2. Results of conversation Rubric	51
Graphs 3. Comprehension to teacher.....	57
Graphs 4. The students greet and say goodbye.	58
Graphs 5. Use commands in classroom.....	58
Graphs 6. Use of vocabulary learned.....	59
Graphs 7. Repeat expressions to make yourself understood.	60
Graphs 8. Enjoy working as a team.	60
Graphs 9. Participate in all activities.	61
Graphs 10. Asks questions to his classmates.....	62
Graphs 11. Understand when they speak in English.	62
Graphs 12. Express likes and dislikes in English.	63
Graphs 13. Use vocabulary in conversations.....	64
Graphs 14. Pronunciation.	64
Graphs 15. Strategies in class.	65
Graphs 16. How you consider English class.	71
Graphs 17. Perception about how the teacher teaches English.	71
Graphs 18. Perception about material.....	72
Graphs 19. Perception about material.....	73
Graphs 20. Do you consider English important?.....	73
Graphs 21. Level of difficulty of the topics.....	74
Graphs 22. Activities preferences.....	74

Annexes List

	Page.
Annex A. Speaking Pre-test	87
Annex B. Rubric and Pre-test results	90
Annex C. Course Syllabus.....	93
Annex D. Class Observation	96
Annex E. Consent format	98
Annex F. Timetable and stages of the research project	100
Annex G. Schedule of activities	101
Annex H. Lesson Plan	102
Annex I. Conversation Rubric	105
Annex J. Activity “My likes and dislikes	107
Annex K. Self-evaluation	108
Annex L. Student’s Survey	109

Contextualization

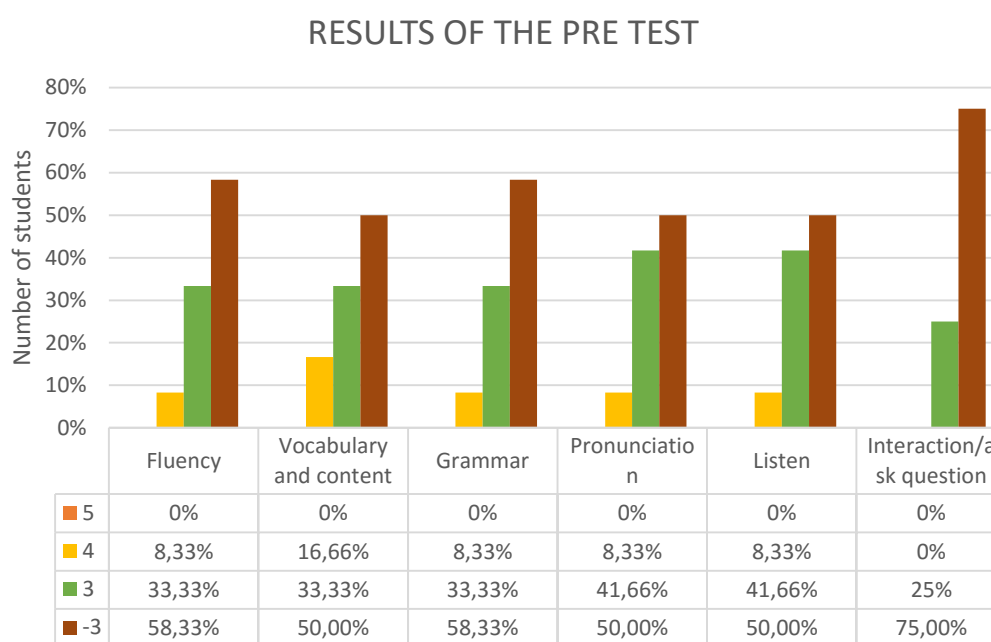
According to PEI (2015, page.9) The educational institution “El Paraíso” is located in Algeciras-Huila in a rural zone placed to 16 kilometers from the urban area. It provides thirteen (13) primary’s schools and one (1) of secondary. In the pedagogical aspect, Primary Level has as methodology called “Escuela Nueva” which makes emphasis on flexible learning and the students learn according to their own rhythm and learning styles.

The school has 148 students. The fifth grade has 12 girls and 10 boys. Their ages range between 9 and 12 years old. All the students come from a low socioeconomic strata. Many students live in the urban zone of the town. And some students live on the farm. For this reason, the students do not have access to the English context because the zone does not have resources that facilitate the learning of the language. In that way, they can learn English at school in the few hours of class that the institution offers. 100% of students have not participated in any extra class English course, only the classes they have received in elementary school, in addition to the few hours of English they have a week, and the teachers who lead their classes are not bachelor in English and have not had English training in the last five years. In addition to this, teachers who have had this group of student’s manifest the lack of methodologies for teaching of English language, for this reason their classes have focused on teaching vocabulary and do few activities focused on the interaction of foreign language.

For English classes the teacher has 5 English-Spanish dictionaries and low-quality academic books such as “leito-inglés”, 10 lotteries about animals and school supplies and photocopies of word sheets of some topics, the classroom is small for the group of students, the noise of the other rooms interferes with the classes and they receive their classes in two-

person desks, which facilitates group work, since there is evidence of many affinities with their classmates in the loan of scholar supplies and in the development of activities that generate group work. According to the syllabus of the educational institution, it focuses on vocabulary learning and very little towards activities that promote communication and interaction in real speaking environments.

According to this analysis of the context and the needs of the students to improve the speaking skills, it is intended characterize these interactive speaking situations to improve this ability, the present research project is about the interactive speaking situations in fifth grade at El Paraíso School through the direct method techniques. To start this study, it was necessary to apply a speaking pre-test to students. This instrument showed the main needs of the students at the moment of speaking and interacting with their classmates.



Graphs 1. Results of Pre-test.

For this research, 12 fifth graders were taken as a sample chosen at random. A pre-test was applied on speaking test. This pre-test showed the following data: 75% of the students had difficulty requesting information from their classmates through questions such as What do you eat for breakfast? What is your name? How old are you? Furthermore, 100% of the students asked in Spanish for clarification. When responding, 75% of students hesitated to answer and limited themselves to answering some words in isolation. 70% of students expressed fear or lack of knowledge to participate in activities when they expressed in Spanish language. For this reason, it is important to enhance speaking skill in EFL learners inside the classroom because speaking is considered as the most important productive skill in learning process. If the students can ask questions and understand the information that emerges from the conversation, vocabulary, grammar, verbal fluency and intonation are enriched. These situations of interaction allow the student to be able to answer the questions that are asked or feel the need to ask questions to their peers. In addition, the interactive situations within the classroom are real, the students interact face to face with their classmates, which is why the learning is significant.

According to the European Common Framework, fifth grade students should reach an A2 level where the student is able to understand phrases and expressions of frequent use related to areas of experience that are especially relevant to him (basic information about himself and his family, purchases, places of interest, occupations, etc.). In addition, They knows how to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on issues that are known or usual. As well as, the student knows how to describe in simple terms aspects of his past and his surroundings as well as questions related to his immediate needs.

Research Statement

The Educational Institution “El Paraíso” offers only two hours of English class per week to fifth grade students. That time is not enough to achieve language learning objectives and improve simultaneously the four linguistic skills on students. According to class observation made in my Pedagogical Practicum V with fourth grade students. In the 2018 year they are studying in fifth grade in the same educational institution and through some surveys and speaking pre-test (Annex A) it was possible to relate some difficulties presented when interacting in English. It could be observed that students are not enough exposed to opportunities for speaking English and using the language in meaningful and effective situations. A 10% of the students answered in English, but most of the time the 90% of the students did it in Spanish. Although, they evidently wished to communicate because most of the time they asked their teacher how to say some words or phrases in English, they showed difficulty asking for information from their classmates. They asked in Spanish to clarify questions. (Annex B) Also, it has been noticed that English classes do not included speaking activities. The majority of them are related to skills such as reading and writing, learning vocabulary through drawings made by the teacher on the board. (Annex C)

The lack of interactive speaking situations in the fifth grade students have created insecurity of the students when speaking, lack of pronunciation, they know some grammatical structures but when they express themselves they do not use them, besides the students do not used the vocabulary learned in class in conversation situations. Some transcripts collected during the pre-test developed in the grade are:

Edgar “*profe cómo le pregunto a Wendy ¿Cuál es su comida favorita?*”

Jorge *“profe como digo, deme permiso por favor”*

Kelly says: *“profe como digo yo tengo diez años”*

Ian Ari says: *“profesora como le pregunto a Wendy ¿Cuál es su comida favorita?”*

Manuela says: *“profe como digo, deme permiso por favor”*

When Edgar ask the question to Katherine what does your father and mother do?

(She previously sees the question in the test and clarifies in Spanish “do = *es hacer*”) She answer: *“my father es agricultor y my mother es enfermera en el hospital”*

Teacher: *Valeria please, ask your partner...* Valeria says *“profesora yo no sé hablar en ingles”, “profesora me da miedo equivocarme cuando diga algo”.*

Wendy: *“Profesora, yo no sé cómo hacerle preguntas a mi compañero sobre la familia, como le pregunto ¿Dónde viven sus padres?, ¿puedo decirlo en español?*

Edgar: *“¿Como le digo en inglés a Yivi que yo vivo con mi mamá, mi papá y mis hermanas? ¿puedo decirle solo father and mother?”*

Ian: *“¿Cómo le digo en inglés a Katherine que me preste el cuaderno?” “¿Cómo le pregunto a Katherine sobre la profesión de los papás? Profesora, puedo decirle “¿que hace su father?”*

According to the development of the group test it is evident that the students used very little English language in the classroom as well as few basic commands such as permission, please, excuse me, pay attention, please lend me the..., how do you say word or phrase, among others.

For this reason, it is important to characterize speaking skill in EFL learners inside the classroom because speaking is considered as the most important productive skill in learning process. If the students can ask questions and understand the information that emerges from the conversation, vocabulary, grammar, verbal fluency and intonation are

enriched. These situations of interaction allow the student to be able to answer the questions that are asked or feel the need to ask questions to their peers. In addition, the interactive situations within the classroom are real, the students interact face to face with their classmates, which is why the learning is significant.

In order to develop these skills in the students, “the direct method was proposed that is a method developed in the early 20th century, teaching focuses on the development of oral skills, grammar is taught inductively, there is a focus on speaking and listening, and only useful ‘everyday’ language is taught and the students learn of natural way”. (Brown, 2007, p. 21) Where using fun and meaningful activities that motivate students to communicate in English language; interact with one another, get information and have conversations in a more natural way inside and outside the classroom.

In order to effectively address this research problem, I established the following research questions and objectives:

Main research question

What is the impact of direct method techniques in the characterization of interactive speaking situations in fifth grade students in a rural classroom at Institución Educativa “El Paraiso”, in Algeciras, Huila?

Main research objective

Characterize the interactive speaking situations through direct method techniques in fifth grade students in a rural classroom at Institución Educativa “El Paraiso”, in Algeciras-Huila.

Specific objectives

Identify the influence of direct method techniques on students interactive speaking situations.

Validate the effectiveness of the direct method as a strategy to develop interactive speaking situations in the classroom.

Justification

Nowadays, bilingualism has gained lots of importance in the educational community. For that reason, schools, universities and governments have created different programs to encourage students to learn foreign language. In this regard, the National Government has implemented the national program of bilingualism 2004—2019. This program is focused on the improvement of the levels of communicative competence in English language of a particular society or population. Also, it seeks to provide opportunities for citizens to recognize other cultures, for their individual and collective growth.

The main objective of the National Program of Bilingualism is to have citizens capable of communicating in English, with internationally comparable standards that introduce the country in the processes of universal communication, in the global economy and in cultural globalization. With this purpose, the program has been consolidating strategies such as: the definition of competence standards in English, the evaluation of competences in students, teachers and graduates of the bachelor's degrees and language programs, the offer of improvement programs for the training of teachers in both language and methodology of teaching English and linking new technologies and means for teaching and learning English. (Altablero, 2018)

From this perspective, it has been evidenced that students, in rural zones, commonly show low performance in the use of English language. This fact is mainly associated with the context in which the language is learned and also because the syllabus does not match students' needs, expectations and interests. For observing the curricular programming of the area in the fifth grade (Annex C) there is a great emphasis on reading, writing and basic vocabulary management activities, such as routines, adjectives, numbers, personal

presentation, places, verbs and something of grammar, but there isn't evidence of activities that reinforce speaking and listening skills.

Moreover, while doing the lesson observations, it was noticed that the teacher focused on copying and drawing this vocabulary on the board and doing words repetition. For this reason, it is important to come up with suitable strategies that foster students' interaction with the target language and somehow, cooperate, and also stimulate creativity and spontaneity to use the language in a meaningful way. Thus, learners would want to take part in appealing activities because results can be meaningful and useful for them and at the same time students feel recognized as active agents in the teaching-learning process.

The direct method is a complete method that helps to develop speaking skills in fifth grade students and responds to the needs of students, promoting learning in a natural way similar to the acquisition of a native language, this method therefore emphasizes the importance of sounds, simple sentences and direct association of language with object and person of immediate environment- the classroom, the home, the garden, etc. In addition, the student, by being in direct contact with the second language all the time, improves the pronunciation and learns to think in English. (Lindsay & Knight, 2006).

In this sense, the activities will be focused the characterization of the situations of interactive conversation in fifth grade students, they will be activities to promote the conversation in the classroom and the interaction between the students; activities such as dialogues, role play, questions and answers, following directions on a map, games, and so on.

Finally, this research is related to the macro-project of the university because it has a pedagogical intervention and is applied with students of fifth grade. As a student in training, it allowed me to improve pedagogical practices towards the promotion of

communicative environments of the students. Besides, this research helped me to contribute to solve a classroom problem that affects not only a group of students but the educational community in general. Also, it allows me to learn more about strategies to characterize interactive speaking situations in this grade. Apart from this, it leads to acquired experience to know how to promote oral communication environments inside the classroom in a striking manner for students. Furthermore, using the direct method as strategy to characterize the speaking situations in the classroom is appropriate for the needs of students. It promotes learning in a natural way, improve the pronunciation, stimulate students to think in English while they learn, and this method focuses on listening and speaking skills.

Theoretical Framework

Related studies

It is an investigation with pedagogical implication in a rural classroom, the theoretical framework is related to characterize interactive speaking situations through direct method in students of fifth grade.

Kouicem K, (2010) The effect of classroom interaction on developing the learner's speaking skill. Algeria.

Being a study on know the impact of direct method techniques on the interactive speaking situations in fifth grade students, the Kouicem K, (2010) study reveals the importance of the interaction of students in the classroom as an important and innovative pedagogical strategy to improve the ability to speak. This research to teaching speaking, more than half of teachers (63.63%) focus on both accuracy and fluency when they teach. They argued that learners need to speak continuously and correctly at the same time to achieve a high level of interaction. So, fluency and accuracy are the main aspects of teachers' objectives behind encouraging classroom interaction. In this study, the strategies of interaction among the students, storytelling, debates, discussion and conversation, dialogues between the students were the ones favored by the students and from which better results were obtained in interactive situations of speech in the classroom in an 87.75% of performance. In addition, the study highlighted that activities where students worked in a group rather than individually were more significant and with better performance in speaking ability. The research highlights that this interaction improved in one (81.81%) in the activities where the students received a feedback or correction of the words or

expressions mispronounced. Which provided the basis to develop our research project and ensured that students could interact with their peers in a spontaneous and natural way in EFL.

Pacheco I., Rozo L., & Suarez E., (2011) Role of cooperative learning strategies in the development of 5th graders' speaking skills at George Washington School. Bogotá.

The study was developed with fifth grade students in a school in Bogotá to investigate the role of cooperative learning strategies in the development of students' oral expression. The application of pre-test and post-test to know the progress of the students. According to cooperative learning activities was helpful for students to develop their speech in a progressive manner, due to the fact that helping students to develop this communicative skill, mediated by different types of activities which required the interaction between people, work team giving them the opportunity to practice the language in real situations in which learners could show an output of the topics covered during the classes. In this research it can be concluded that through this kind of teaching-learning strategies, the students could overcome some difficulties related to manner, grammatical organization, fluency and pronunciation that they use to communicate their ideas. At the same time students acquired more self-confidence to talk in front of their partners. In the same way our research project used similar strategies to know the performance of the students in the improvement of the oral ability of the students of El Paraíso School and achieved similar results that significantly benefited this educational community.

Harahap J., (2013) The effect of using the best recording technique toward students' fluency in speaking skill at the second year of state Junior High School. Pekanbaru

In this study conducted with 27 high school students in Rumbai, the researcher demonstrated the recording technique and its significant effect on students to improve the interactive speaking situations of these students. Firstly, in a performance range of 1 to 100 the students' speaking mean score was about 49.92, it was known by taking pre-test at the beginning. While after giving the post-test, the mean score of students' speaking skill was 61.12. So, there was better improvement of students' speaking skill. The study showed that students who had difficulty sharing their ideas, the use of grammar, fluency, and comprehension and speaking pronunciation improved markedly with this technique. Interactive activities focused on the student's spoken production were used. In this study was provided strategies to obtain better results in speaking situations with fifth grade students.

Andriyani A., (2015) using the direct method in teaching to improve students' speaking skill at purikids language course. Yogyakarta state University.

This study shows the type of research applied by the researcher to collect the data and analyze the information. Based on the data collected and the methods applied, it was concluded that with the direct method the students improved their speaking skills; In the investigation the implementation of the Direct Method in teaching was helpful to attract the students' interest to the materials, students were able to enrich their vocabularies in order to speak more, the students were more discipline to listen and use the patterns of the structures, they were actively involved in the various activities and discussions. They were

able to share and develop their idea to speak to their friends and teacher, with the direct method the students were capable of demonstrations, pictures, gestures and the real situations make them naturally to speak. They developed better ideas to produce a short sentence with better vocabulary, better pronunciation and better sentence structure. They also showed greater interest and motivation to the learning activities. Which allowed us to resemble it with our research because the data and the techniques used could also be applied to ours obtaining similar or even better results.

Kaddour K., (2016) Enhancing EFL Learners' Speaking Skill through Effective Communicative Activities and Strategies. University of Abou Bakr Belkaid Tlemcen.

The purpose of the research was to explore the effectiveness of the use of speech in communicative activities to improve the ability to speak. Its main objectives were based on identifying the most effective activities to promote the student's ability to speak in EFL, know the problems that may hinder oral performance and provide strategies to help EFL students overcome their difficulties. Some communicative activities that helped to speak and communicate freely and with confidence when using the foreign language in an 80% performance were the discussion / conversation, the interviews and the dialogue in the same percentage respectively, activities such as gap-activities and communication games had a relatively low performance, 10% of speaking performance in students. In this sense, the research that was carried out with the fifth grade students in the El Paraíso Educational Institution provided the strategies to characterize in the students the speaking situations that hinder the normal development of communicative activities, these strategies applied through of the direct method were precise to reach the proposed objectives.

Main constructions

At El Paraíso school of Algeciras-Huila students from fifth grade need to learn English through communicative activities and interaction with others. In this research project the theoretical framework is related to: interactive speaking situations, the assessment, communicative competence and the direct method where the students can improve the skills of interacting with their peers and in this way characterize the interactive speaking situations used in the grade.

Interactive speaking situations

Harahap J., (2013) quotes that interactive speaking situations includes face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. The speaker has to be very effective while face to face conversation.

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

Classroom Interaction

According to Pastás Tania (2014) “Interaction is the process of referring to face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing etc. p.30” Taking into account the ways in which interaction could be developed, it is focused on: non-verbal and verbal interaction. Non-verbal interaction consists on the behaviors of students like head nodding, hand raising, body gestures, and eye contact. On the other hand, verbal interaction has two ways of interaction; written and oral interaction. Written interaction is a way of interaction in which students write down their ideas, thoughts, feelings interaction with others, in written words, text, etc. In contrast, oral interaction consists on the students’ interaction with others by making comments, speaking in class, asking and answering questions talking about real life, and talking part in discussions. Rivers (1987 cited by Tuan L. & Nhu N. 2010) writes “through interaction, students can increase their language store as they listen to or read authentic linguistic material, or ever

output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogues journals. According to Ellis (1985), interaction is concerned as the discourse which is jointly constructed by learners and their interlocutors and output is the result of interaction. It facilitates language learning, engages students in participating language learning activities and makes more outputs of the language. In second language learning context, language learning is mainly conducted and initiated by language teachers in different ways such as teacher questioning, teacher instructions, or any other kind of activities that facilitate learners' language acquisition.

Essien A., (2016) says that the interaction is a key of second language acquisition and exists as the central feature. It describes the interpersonal activity taking place during face-to-face communication (Vygotsky, 1978, cited in Ellis, 1999). The interaction influencing second language acquisition occurs among non-native speakers of second language or between non-native speakers and native speakers. According to Ellis (1985), interaction is concerned as the discourse which is jointly constructed by learners and their interlocutors and output is the result of interaction.

Types of classroom interaction

There are two types of classroom interaction, these are: teacher-learner interaction and learner interaction which give opportunities for negotiation taking into account its particular context.

a. Teacher-learner interaction: In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities. These forms are called teacher-learner interaction. Generally, such

interactions take place between the teacher and the class and/or small groups in the class and/or individuals.

b. **Learner-learner interaction:** Learner-learner interaction occurs among learners. In this form of interaction, the teacher plays a role as a monitor and learners are the main participants. In this case students can learn from and among themselves because they share responsibility, discuss different understandings, shape the direction of the class and help each other to construct their knowledge. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2007 cited by Pastas T., 2014).

The interaction effect

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of the most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning. So, for the learner, the matter of what to say – a tremendous task, to be sure -is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints. For example, among the many possible grammatical sentences that a learner could produce in response to a comment, how does that learner make a choice?

Maleki A., (2010) reported on a number of studies that claim a crucial role for communication strategies in learning to participate in conversational discourse. David Nunan (1991) noted yet another complication in interactive discourse: what he calls the interlocutor effect, or the difficulty of a speaking task as gauged by the skills of one's

interlocutor. In other words, one learner's performance is always colored by that of the person (interlocutor) he or she is talking.

Speaking skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997 cited by Shiamaa 2006).

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words, they are required to show mastery of the following sub competencies/ skills:

Linguistic competence: This includes the following skills:

- Using intelligible pronunciation.
- Following grammatical rules accurately.
- Using relevant, adequate and appropriate range of vocabulary.

Discourse competence: This includes the following skills:

- Structuring discourse coherently and cohesively.
- Managing conversation and interacting effectively to keep the conversation going.

Pragmatic competence: This includes the following skill:

Expressing a range of functions effectively and appropriately according to the context and register.

Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

The development of this skill is not an easy task, there are many aspects that have to be taken into account in the learning process, the learner must be active and dynamic practicing and exchanging patterns such as: group work, individual work, collaboration, full-class interaction among others which are important in the development of the skill, during the process, learners must be exposed to a natural environment that enable them to develop their awareness of conversational features and strategies. So, the task for the teacher is to include real communication in the classroom promoting interactive and realistic activities in order to help students increase confidence and motivation.

Aspects of speaking:

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

a. Speaking is face to face:

For Torky S., (2006) most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet & Carter, 2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication.

b. Speaking is interactive:

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. (Torky S., 2006)

Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Torky S., 2006)

c. Speaking happens in real time:

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this. Also, these time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Torky S., (2006)

Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves.

Torky S., (2006) Says, this implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands.

Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

The direct method

According to the method that we will use to improve the interactive situations of speech in fifth grade students, Stevie D. (cited in Fluentu blog, 2018) defines that around the turn of the 19th century, a method arose that served to right the shortcomings of the grammar-translation method—the most prevalent language teaching approach in those days. The direct method as a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language.

Brown H., (2007) stated the principles of Direct Method as follow:

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills has built in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.
- 4) Grammar was taught inductively.
- 5) New teaching points were introduced orally.
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasizes.

The teaching techniques rely mostly on:

- Reading aloud.
- Question answer exercise.
- Self-correction.
- Conversation practice.
- Fill-in-the-blank exercise.
- Dictation
- And paragraph writing

The Teachers' Role

According to Novaekasary (2011) in direct method, teachers introduce a new target language word or phrase to the students and there is no mother tongue. Therefore, the role of the teacher is as demonstrator because the teacher demonstrates the meaning of words through the use of realia, pictures, or pantomime; they never translate it into the students' native language. The teacher is also a facilitator because he facilitates the students with the target language. The teacher is the source for the students to know the words in target language. The teachers provide information of the target language including the culture consisting of the history of the people who speak the target language. The teacher is the partner of the students. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation.

The teacher can be the monitor of the students. He watches the students' progress in using the target language. The teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer supplied. Another possibility is

for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong. The teacher is also the initiator. He finds various techniques to get the students to self-correct whenever possible. The teacher uses map drawing as a technique to give listening comprehension. The teacher can use paragraph writing as a technique for writing activity. He asks the teacher to write paragraph with their own words about the lesson studied. The students can use their memory or use the passage in the lesson as the model.

The Students' Role

The teacher and the students are more like partners in the teaching/learning process. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day. The students' role in direct method is the active learner. They are active in exploring new words, expression, etc. in target language. The students are also the observer and practitioner. In direct method, the students observe the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given and then they will practice the target language they observed and they use it to communicate with their friends and teacher in classroom.

For this reason, as the instructions of the classroom are carried out in the target language, therefore, students are actively involved in using the target language and the conversational activities hold an important place in this method. And in this way, use the language in real contexts, giving the possibilities of thinking and speaking in the foreign language. Novaekasary (2011).

Type of study

Research design

This investigation consists of both a qualitative and a quantitative study. According to Deeptee P. & Roshan B., (2008) the qualitative research allows you to explore perceptions attitudes and motivations and to understand how they are formed. It provides depth of information which can be used in its own right or to determine what attributes will subsequently be measured in quantitative studies. For characterize the interactive speaking situations in EFL on fifth grade students, qualitative study as soon as a description is made of the students' environment, the methodology implemented, the performance and behaviors in development of the classes, specifically when the students participate in oral communication activities. The study includes quantitative aspects in that the information collected in questionnaires, surveys, interviews and class observation will be organized for greater accuracy of the results obtained.

Type of Research

This research project follows a Descriptive tradition which “pursues to the transformation of pedagogical practices”. It is Descriptive because during the research process it will try to solve an identified problem in a particular educational context and it arises from the desire of innovate the teacher labor to improve the speaking skill of fifth grade in El Paraíso School.

Furthermore, this project is in the frame of the action research design which proposes to solve a particular problem and to produce guidelines for improving teaching

practices. Also, this model is a collaborative process arising from the teachers' pedagogical work in a common context, discussing what action research is and why it is of interest to classroom teachers. Besides, it is important, as teachers, to keep in mind the steps established in action research to collect data through classroom activities and also take into account ways to analyze these data. All of this will be a guide to find new directions for my professional development.

As Burns (1999) (cited in Castro A. & Martinez L. 2016) states:

The action research process strengthens the opportunities for the results of research on practice to be fed back into educational systems in a more substantial and critical way. They have the advantage of encouraging teachers to share common problems and co work cooperatively as a research community to examine their existing assumptions values and beliefs within the sociopolitical cultures of the assumptions in which they work. Policies and practices within the organization are more likely to be opened up to change when such changes are brought about through group processes and collective pressures- Collaborative action is, potentially more empowering than action research conducted individually as it offers a strong framework for whole-school change. (p. 13)

As previously mentioned, Action Research aims at posing and solving problems, understanding, changing or innovating classrooms processes by collecting information in a spiral way; This Action Research Spiral consists of two cycles, each one of which involved four stages: (1) designing and planning; In this step the researcher will carry out all the documentation of the research project according to the need of the fifth grade in the Educational Institution El Paraíso related to the shortcomings in the speaking interaction of the students. In the same way, plan the activities that help to characterize the interactive speaking situations. (2) Implementing of the plan; in this step of the investigation, the

researcher will carry out the previously proposed activities that will help to solve the difficulties in the interactive situations of speaking. (role plays, conversations, questions etc.) (3) observing and analyzing; throughout the process, students' performance will be observed during the activities, in the same way their respective analysis and possible conclusions will be made that emerge from the process related to the implemented method, activities, etc. and (4) evaluating; In this last step of the investigation will be applied tests, interviews and questionnaires to know if the students improved their interaction by speaking with others and in the same way to draw the conclusions that emerge from the investigation. If the proposed objectives were carried out, among other important considerations to evaluate. Once the data gathered in the first cycle is analyzed, the initial plan is revised and adjusted as the point of departure for the second cycle.

Kemmis, McTaggart, & Retallic, (2004) proposed the following spiral of Action Research

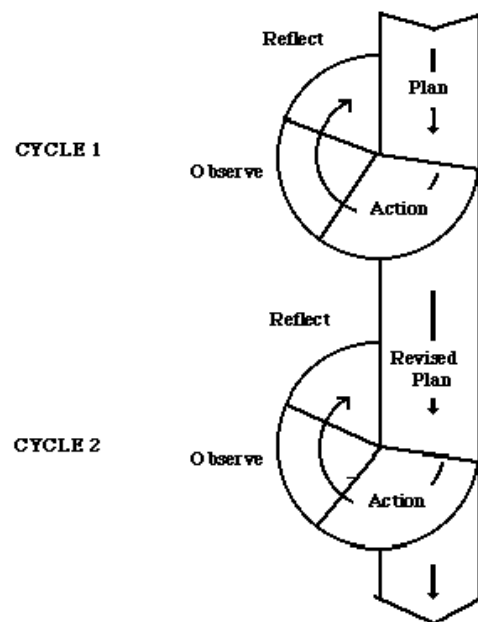


Figure 1 Kemmis' action research protocol (cited in Hopkins, 1985)

Action Research does not end with the research project. It is an ongoing process in which teachers continue developing through planning, implementing, observing and reflecting.

Kemmis, McTaggart, & Retallic, (2004) claim that there are four main stages of the action research process that are linked in a dynamic cycle:

1. To develop a plan of action to improve what is already happening,
2. To act to implement the plan,
3. To observe the effects of action in the context in which it occurs, and
4. To reflect on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

Finally, this research study fits into the language learning/teaching field because it is mostly related to teaching processes, their implementation in the classroom, and their relation with learning. That is to say, this research project is directly related with the development and implementation of activities that allow the students to improve their capacity to communicate orally and interact with each other to share their views, feelings and experiences. At the same time, they can acquire individual knowledge.

Data collection instruments and techniques

In this research different techniques will be used to gather relevant information that will provide validity and reliability to the investigation, such as video recordings, questionnaires and class observation.

Video recording

According to Urrutia W., & Vega E., (2010) Video recordings will be used to analyze the characteristics of students' participation in the speaking activities and the interaction among the students. Cunningham (1985), in Hubbard & Power (1999), states that "video is a natural choice for data collection". For the research the video recording an invaluable tool in an action research project because that consists of a free selection in which we could examine not only the student's linguistic patterns, but the role of body language, facial expressions and many other things that are happening at the same time while the action research activities are taking place.

Questionnaires

In Urrutia W., & Vega E., (2010), stated that questionnaires and interviews can be used to elicit many different kinds of data. A questionnaire is a set of questions that is made to obtain information with a specific objective. In this investigation, the questionnaire will be used to find out the opinions, ideas and experiences of the students regarding the development of the classes. It should be noted that with this technique the researcher must pay attention to the way in which he/she writes the questions; they cannot be complex or

ambiguous or they cannot ask about more than one topic at a time; furthermore, questionnaires can be closed or open according to the needs of the project or the teacher's purposes.

Observation

It is a technique very common for qualitative data collection that involves systematically selecting, watching and recording behavior and characteristics of students in English classes where they must develop speaking skills and interact with their peers.

According to Kawulich B. (2005) Participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. As qualitative researchers, we presume that there will be multiple perspectives and interactions within of classroom.

The participant observation is almost always used with other qualitative methods, such as interviews and focus groups. The observation in the classroom helped us to know the behaviors and attitudes of the students in front of the English classes, to the participation of the students in activities that involve oral communication and to know the impact of the methodologies used by the teacher in the development of the topics. (Annex D)

Timetable and stages

For this research we asked for permission of our students' parents with a consent form (Annex E); in this way, we knew which students we could observe and from then on,

the evidences from these students could be collected and analyzed and we will use a schedule with every stage of the research project. (Annex F).

Instructional design

Approach

The Natural Approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second languages in non-formal settings. Such methods reject the formal (grammatical) organization of language as a prerequisite to teaching. Richards J., & Rodgers T., (2001) say that “The only learning process which we know for certain will produce mastery of the language at a native level”. In the Natural Approach, a focus on comprehension and meaningful communication as well as the provision of the right kinds of comprehensible input provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition. This has led to a new rationale for the integration and adaptation of techniques drawn from a wide variety of existing sources. Like Communicative Language Teaching, the Natural Approach is hence evolutionary rather than revolutionary in its procedures. Its greatest claim to originality lies not in the techniques it employs but in their use in a method that emphasizes and meaningful practice activities, rather than production of grammatically perfect utterances and sentences.

As a researcher in the classroom, I expected that the students interacting speaking through direct method activities where these are mainly speaking’ productions, in which students was exposed and they had the opportunity to use this foreign language, they was able to interact with each other, get information and have conversations. Furthermore, students were able to maintain a simple conversation among them when they have to use expressions orally. For example, when students have to use sentences or expressions in a

simple conversation, they will be able to use them easily and fluently because these expressions are going to be studied previously and they are going to be able to communicate orally, without need to directly teach grammar, as directed by the natural approach, that students can learn grammar inductively. And the oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small and intensive classes. In this sense, taking into account the interaction in the development of speech skills in a rural classroom allows us to improve these skills, since the activities will be focused on getting students to interact with each other, get information and have conversations from a natural and meaningful way for your life.

Design

The Common European Framework for Languages Teaching (CEF) takes into account the needs of students not only from the grammatical aspect, but also it makes a close relation to the sociolinguistic features of communication. Furthermore, this guideline has a great influence on educational institutions which becomes in the basic tool that guides all the processes of second language teaching.

From this perspective, El Paraíso School where this research project was carried out, takes as a guide the Common European Framework of Reference for Languages (CEF) to classify English students' level, establishing that learners of fifth grade should be in A2 level in which they can understand sentences and frequent expressions related to their daily routine in order to communicate and exchange information in a simple and direct manner,

taking into account some aspects such as their immediate environment and needs. For this reason, the activities are focused towards characterize the interactive speaking situations.

The Institution Educative El Paraíso has curricular programming to the basic competency standards proposed by the national education ministry, the contents are focused on grammar and vocabulary, but there are few evidences towards the development of communication skills and interaction (Speaking skill) with students in learning language.

(Annex C)

In order to develop this research, I followed a series of activities within the research steps to characterize the interactive speaking situations of the fifth grade students. (Annex G)

Procedure

Attached a lesson plan to do with fifth grade students to characterize interactive speaking situations in the classroom through the direct method in English classes. (Annex H)

Implementation and data collection

To develop of research project the first intervention was on February 22 - 2018. In this session, the research project was presented to students and the diagnosis test was applied. As conclusion of this piloting, it could be shown that the test was too long, for this reason I decided to modify it and it was only presented the following five main topics: exchanging personal information, talking about their family, describing characters, describing actions in progress and asking questions about the foods they consumed daily.

In the next session, was applicated the first activity in which each student was called and recorded his or her voice. Thus, it was possible to make a deep analysis of strengths and weaknesses that students showed and also select the correct interactive speaking strategies to use in the next sessions.

During this process was able to realize that the students felt shyness, fear and self-confidence when speaking in English. Avoid personal expressions some students give them pronunciation feedback and explaining some questions, other students were asking the questions in Spanish so that it would not realize and they could complete the exercise. Other children were observed completing the charts where information was requested in Spanish and although they knew the vocabulary of the session, they wrote missing or leftover letters or wrote the answers as they listened in English.

I heard depressing expressions like:

“No puedo, eso es muy dificil, no entiendo”

“¿Qué es lo que ella me pregunta profesora?”

“Porque no hacemos las preguntas en español y escribimos las respuestas en inglés”

“Hagamos otras actividades donde no tengamos que preguntar y contestar en inglés”

During the dialogues on exchanging information it was evident that the students did repetition of the questions two or three times, they repeated some words of the questions about four times. They hesitated about asking and responding questions or they did not understand what was being asked. S/he spoke but clarified his understanding when s/he looked at the written word and in this way it was much easier to understand what s/he was asking.

Subsequently, notes were taken in a journal of all behaviors, issues and problems that students presented in every session to analyze the impact of these strategies in interaction of students with their peers asking questions, completing information, asking and giving information about topics related to personal information of the group.

Taking into account the conclusions that emerged from the diagnosis stage and the participant likes, interests, needs and learning styles some activities were designed for the following sessions.

The next activity consisted on interactive activity of speaking in pairs, in which the students had to share personal information asking questions and checking the answers given by the participants. In this activity, 50% of the participants were recorded with a video camera and the other 50% was made recorded audio. For this, the interaction of the students was evaluated taking into account the pronunciation, the security, expressiveness and the construction of the conversation. (Annex I)

In this session it was noticed that the direct method techniques such as question and answer exercises and conversation practices should be interspersed with role plays such as games, songs, word searches and others where students can “do” so while doing interactive

speaking activities, the attention is easily dispersed and the vast majority of students try to ask the questions in Spanish to quickly finish the exercise.

In the third class, it was asked questions about themselves; name, last name, age, favorite color, phone, favorite music, tastes, among others. Here, it was evidenced that the last two hours of class were worth it because all the students answered those questions with great security, some raised their hands to participate and answer the questions, those who were shyest the last class answered questions quietly but adequately, others were invited to ask questions to their classmates where they made small errors of pronunciation and grammar which did not interfere in the objective of the conversation. Here, with some participants we wrote a list of different foods on the board, this theme was worked last year through games and the students remembered it perfectly. Then, students were asked questions about the foods they ate at breakfast, at rest, at lunch and at dinner, their favorite food, from their mom, dad and brother. This activity was very significant and everyone wanted to participate in the questions. It was evidenced that they knew about the topic and they saw security in the questions and answers.

In the next session, they pasted some flash cards on the board about the preferences of their free time, there they used expressions like I like / I do not like, initially the students asked about the activities they liked and did not like to do in the free time, later the students had to ask their classmates questions and mark with a tick (✓) or an (X) according to the preference of activities of the classmates (Annex J). And the teacher in training was continuously giving feedback to couples. In this exercise it was able to realize that the students showed interest with the class, tried to pronounce in the best way in English, they asked constantly for some words or expressions such as:

“Profesora como digo me gusta pasear”

“A mí me gustan todas las opciones que están en el cuadro, pero también me gusta cocinar y jugar con mis primos, como lo digo para que Greicy lo escriba”

“¿cierto profe que jugar se dice “pley” como de los video juegos?”

Finally, the students had to answer questions to the teacher and her classmates according to the information obtained from the table:

For example:

1. Teacher: *Sofia, Juan likes to listen to music?*

Sofia: Yes, he likes to listen to reggaeton music.

2. Teacher: *Greicy please ask Manuela a question.*

Greicy: Manuela do you like to ride a bicycle?

Manuela: Yes, I like to ride a bicycle.

3. Teacher: *Valeria, who does not like to play basketball?*

Valeria: Edgar, Milton, Jorge and Wendy don't like to play basketball.

As a homework, the students had to ask the same questions worked in class to their parents, siblings and family members and those who could have their voice recorder recorded on their cell phone, in this same session the students were able to answer a self-assessment about the process developed to date.

In the fifth session, was provided the grade teacher with some words search and crosswords so that the teacher was working on the parts of the body in English, as she told me that it was very difficult to offer me more spaces to carry out my project, finally she offered to work 1 hour to complement the theme. This was my fifth session. It was very brief, during this time it was able to carry out the physical description of the students, they were drawn in the notebook and according to the vocabulary it was worked in other

sessions with the professor, and they were able to express some physical characteristics of themselves to their classmates.

In the sixth session, only it was had 30 minutes that the professor allowed me, there it was carried out a questionnaire to the students to know aspects of the English classes such as degree of motivation, activities and materials with the objective to determine the perception that learners had about their teacher's performance as well as the aspects related to the class such materials, learning strategies and motivation towards learning English. Students had to score from 1 to 10 each of the questions. In order to facilitate the analysis of this instrument were five topics established; class preparation, strategies, content and activities, material and motivation and attention.

Then, we can say that some of the observations made about the students and the materials are the following:

Table 1. Observations about students and materials.

Aspects	Results
The Students	It can be seen that students' motivation towards the English class was high; usually most of the students were enthusiastic about attending it.
	In all the classes students paid great attention to the teacher explanations and model speaking, usually of most of the students were attentive to classes.
	It is noticeable that a great deal of students did ask for explanation when they found the topic difficult. In other occasions none of the participants asked for any explanation.
	It was evident that in most of the classes all of the students did the activities suggested by the teacher.
	Students had an active role in the classes. The majority of times all of them participated actively in class.

**The
Materials**

Referring to the material that was designed to teach interactive speaking situations with fifth grade it can be said that most of the times it was suitable for the topic that was being taught.

The material used during the course was usually attractive to students.

In all of the classes the material (photocopies) was enough for all of the participants and had an adequate size for the students to understand it clearly.

Most of the times the designed material contributed to the participants' learning.

Finally, in another session the students were able to answer a self-assessment about the frequency with which they perform certain actions and use expressions in English to interact with others, in the same way to know about the incidence of interactive speaking activities in the process of learning the English language. (Annex K)

Data analysis

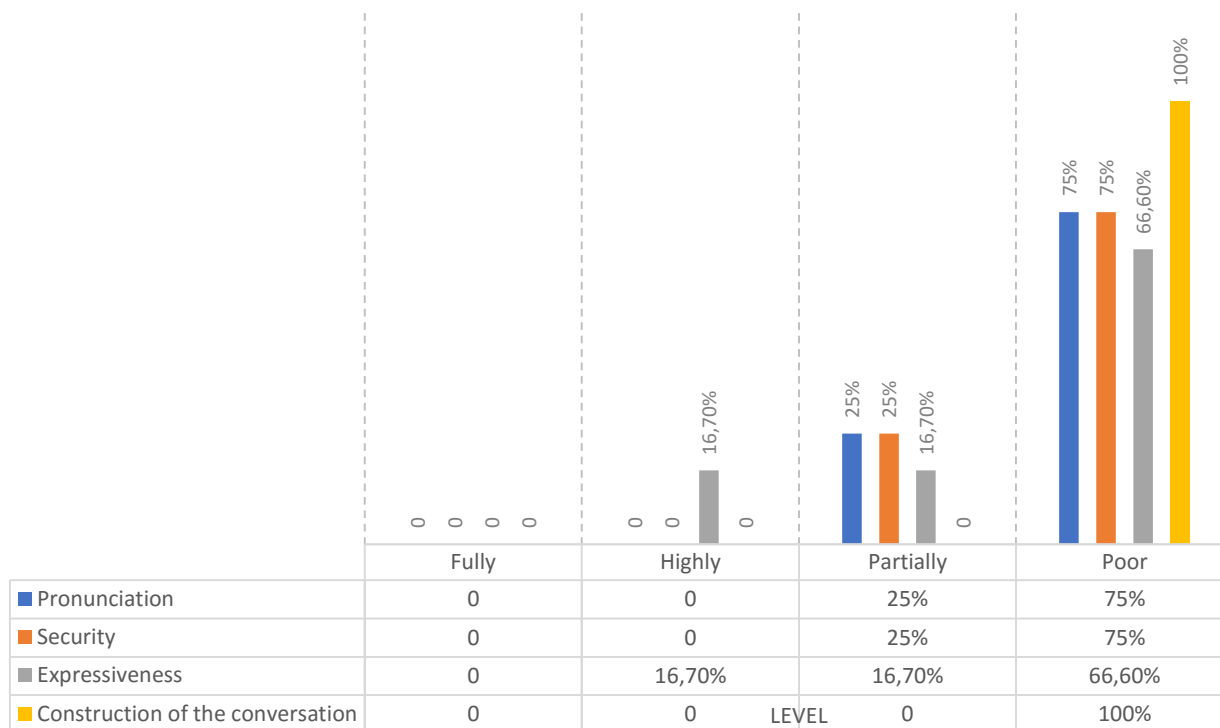
To develop the analysis of the research project and to characterize the interactive speaking situations of fifth grade students, this process was based on the precision of “patterns”, defined by business dictionary (2018) as a “Consistent and recurring characteristic or trait that helps in the identification of a phenomenon or problem, and serves as an indicator or model for predicting its future behavior”. Organized in three important categories; the first category is the **security and self-confidence** that students had when interacting with others in interactive speaking situations, the second category is the **use of expressions inside and outside the classroom** and the last category is **positive engagement**.

Security and self-confidence

Self-confidence is one of the affective factors which have a noticeable impact on the progress of students’ learning. In the classroom, there are students with high self-confidence and others with low self-confidence. This latter can cause to the student’s difficulties in the process of acquiring the foreign language. So, both teachers and students should be aware about the importance of self-confidence in improving students’ learning. Lawrence (2001) cited by Kanza D. (2016) define the self-confidence as “----- confidence is basically a set of beliefs about your talents and capabilities” (p.18). Thus, self-confident students are successful in their learning because they believe about their abilities and never give up. From this perspective, the self confidence that the fifth grade students had in the development of activities to build interactive situations of speaking was a very important factor because the students were facing fear, shyness and insecurity to express what they wanted to communicate.

In the first interactive speaking activities, especially in the exchange of personal information and information of a famous singer, the students showed little security to express themselves, hesitated, continually doubted when they responded and did not use body language at any time to set the conversation.

Based on them the following results were obtained.



Graphs 2. Results of conversation Rubric

In this session 16.70% of the students analyzed obtained a high level of expressiveness. It is observed that girls in this level like English and actively participate in the classes, 25% of the students analyzed obtained a level partially in expressiveness and security in maintaining the conversation because they usually forget the body language or does not match what it expresses the intonation is not in agreement with what you want to express and usually does not know what to say or doubt what you want to say. 75% of the

students had a very low level of pronunciation and expressiveness, in this sense, 100% of the students have grammatical errors in the construction of the conversation. During this first session the students observed some personal information data of a famous singer (Maluma) and some questions related to it. They had to place the flash cards according to the question and in this way pronounce it out loud. In this activity it was exchanged questions all the time with the students about the singer and in the same way they had to ask their classmates questions related to the singer's data. Then the students were given a chart where they had to ask their classmates questions and write the data they gave, as well as check the information they gave in English. Reviewing the chart activity with the data developed by the students, 75% of the students obtained a score between 4.5 and 5.0 and the other 25% obtained a score of 3.8 and 4.0 which did not interfere with the purpose of the exercise.

It was observed that the students presented high difficulties in interactive activities of speaking with the other classmates, presented difficulties of pronunciation, security when speaking and little corporal expression in communicative situations and difficulties in the construction of conversations. All this because the children have not had direct contact with the language and situations where they have to interact talking with others, in the same way they presented enough flaws in the learning of vocabulary.

As the activities were reactivated and they were encouraged to participate, regardless of the mistakes that could occur. According to this, MacIntyre P. and Gardner R. Argue that if you commit common mistakes like to pronounce or misspell a word in the foreign language, especially in the first levels becomes a bad experience reaches the point where a particular situation such as public speaking, engaging in conversation etc. It can detonate high levels of anxiety. If this happens repeatedly, over time, the anxiety will be

detonated before any contact that the student has with the study of the foreign language in some blocking the learning of the language due to the anxiety that this process produces. For this reason, they were continually encouraged to participate in the activities and errors were corrected without affecting the communicative intention.

Gradually the students were leaving aside the shyness of speaking in public and participating. It was observed the students more emotional, animated, and participative, they answered with confidence and security, and they expressed themselves by moving their hands, making gestures with their faces and bodies.

The students every time they saw me in the corridors of the school told me:

- *“Profesora ¿cuando regresa a darnos clases de ingles?”*
- *“Listo profe, yo he estado practicando ingles en mi casa y le he preguntado cosas a mis papas en inglés”*

And when they greeted each other they expressed themselves with a big smile, moved their hands to make themselves understood, pointed out elements and sang the songs they taught.

Bambaeeroo, F., & Shokrpour, N. (2017). States that the body language has the power to transfer the attitudes and feelings of people to others and in many cases can be even more effective than verbal messages, at the same time when a student uses body language such as gestures, facial expressions, imitation, hands movement, joint attention and eye contact reflects a high sense of security and self-confidence that allows conversations to flow naturally. As the activities flowed in the classes, vocabulary learning was one of the most important factors in the acquisition of confidence and security to express oneself and interact with classmates. The students dared to say words even if they did not have the correct pronunciation, and little by little they were corrected and feedback to each other. for example: when the activity of likes and dislikes was carried out and a

student was asked to give information about another particular classmate, while the student answered and doubted the information another child would help him in a low voice giving the words indicated in English .

When a child could not correctly pronounce the word "bicycle" and stuttered another partner said it correctly and invited him to repeat the word.

Use of expressions of the students inside and outside the classroom

From a communicative approach the listening and speaking skills are closely related to acquisition of oral skills is a gradual and directed process, in which the student practices the language in a real through discussions, conversations or other strategies that motivate to be expressed orally, oral ability being the most important objective of the teaching process of learning a foreign language.

From this perspective, the fifth grade students were using different basic expressions in the classroom making it necessary to minimize the use of Spanish in the class, each class reviewed what the students learned and added more expressions.

According to the development of the activities, two mothers have approached me and have expressed that the children have come home asking questions in English about the food they eat daily and in the same way the children ask questions to them. Some of them asked me how it helped them to maintain this interest in English that even they have learned to answer in L2. This indicates that the students are using the foreign language to express themselves not only in the classes, but that they are putting the knowledge into practice outside of school and at home. The objective of teaching English is fulfilled so that students can use it in real environments (daily life). Whereas the ultimate goal of the development of oral production is to ensure that the student is able to express himself when

they need it and wants it, that they do it properly and that they are able to interact orally during a communicative practice.

In the next sessions the students worked correctly reach the objective proposed for each class. The students interacted giving and requesting information from others and this is confirmed when the mothers express that in their homes, in daily tasks, the children speak to them in English, they ask them information, hoping that the mother understands them and answers them with information.

For example: some students were given a text with information about a character, while other students had some questions about that character. They had to ask some questions to obtain the information and complete a chart with the data collected.

Other students began to give information of some classmate for example Valeria expressed: *“Manuela has 10 years old, she is from Algeciras (y) she likes pop music.”*
John Edinson: *“Valeria has 10 years old, she likes rice and chicken (y) pink color favorite”*

In the same way, it is observed that the students increased their oral production, their vocabulary and everyday expressions in English because in the classroom and in the corridors of the school were heard such expressions:

- Please.
- Sorry.
- Can I help you?
- May you borrow a pencil, please?
- Do you like soda?
- Do you like banana?
- I don't know.

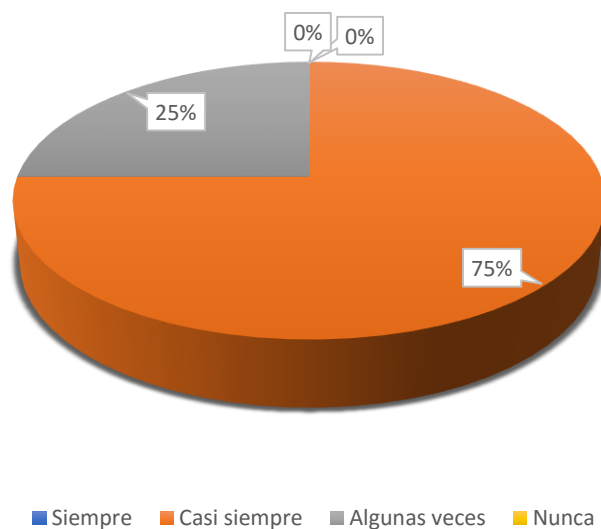
- Excuse me, please.
- See you tomorrow teacher
- Good bye.
- Hello teacher.
- How are you?
- Thank you very much.
- I am very well, excellent.
- Teacher, how do you say...?

Rivers W., (n.d.) suggest that students acquire language through meaningful communication, that is, in the process of interaction, negotiation and transmission of meanings in intentional situations. Such meaningful communication may take place between two or more students who develop knowledge of the linguistic system as a result of exchange and negotiation of meanings. It was so, when the students began to use the expressions learned in the classes in real environments; indeed, when they refer to something or someone, when they greet, they say goodbye, to ask questions, to thank, to borrow something, among others. They generated very important and significant results regarding the method implemented, the activities and the expected product on their part.

In the process of characterizing the interactive speaking situations of the fifth grade students, they managed to make a self-assessment of the process achieved in the development of the project (Annex K). The self-evaluation comprised two types of analysis. The first on the frequency with which they performed certain actions in the class and the other in order to investigate the perception of what the students learned with interactive speak activities.

In this sense, the following results were obtained:

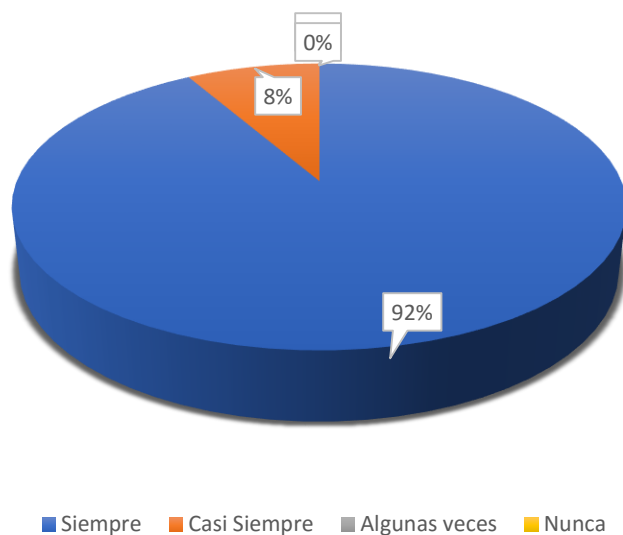
1. Entiendo cuando la profesora me habla en inglés.



Graphs 3. Comprehension to teacher

Most students almost always understand when the teacher speaks to them in English, some recognize vocabulary, clarify what is said and associate it with communicative intention. Compared to the first two sessions where students felt frustrated and asked to speak in Spanish because they did not understand what the teacher was saying.

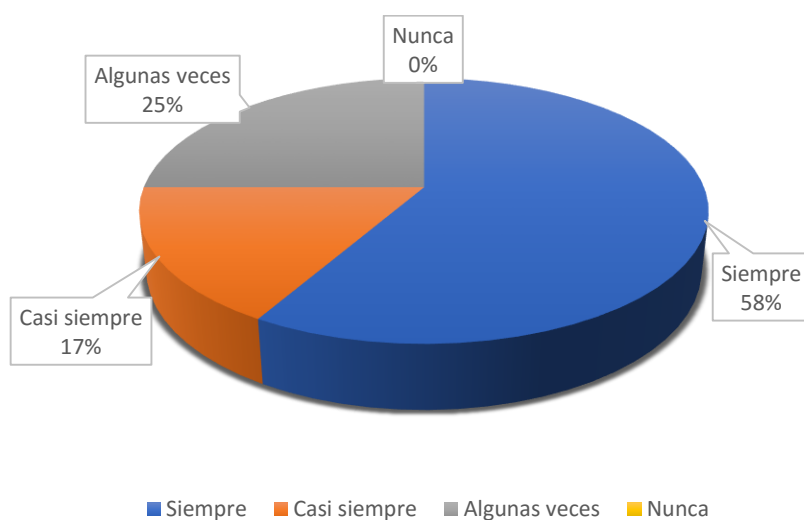
2. Saludo y me despido en inglés de mi profesora y compañeros



Graphs 4. The students greet and say goodbye.

92% of students say hello and say goodbye to the teacher, they are also heard using different types of hello and good morning, hello how are you? And farewells like bye-bye, see you soon, see you tomorrow, see you Tuesday ... what has prompted other children of other grades to repeat them and apply them in conversations.

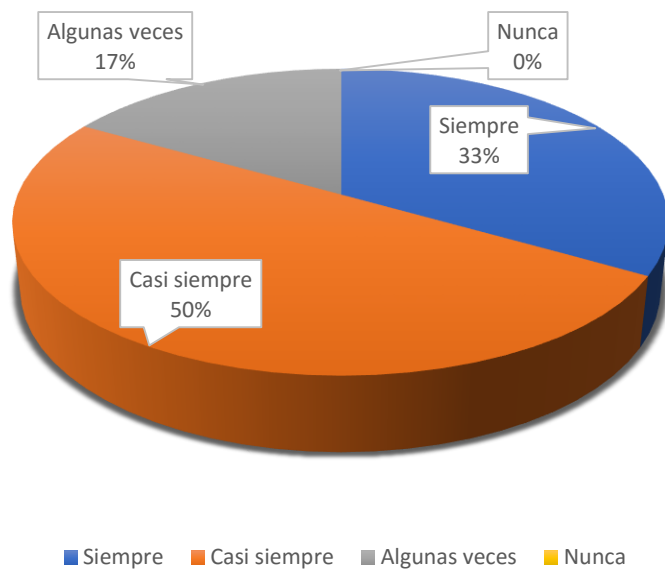
3. Hago uso del inglés en el salón de clase cuando uso comandos (sit down, lend me... please, excuse me, silent, sorry, a question, can you repeat...)



Graphs 5. Use commands in classroom.

58% of students use commands in class and act according to the instruction given to them.

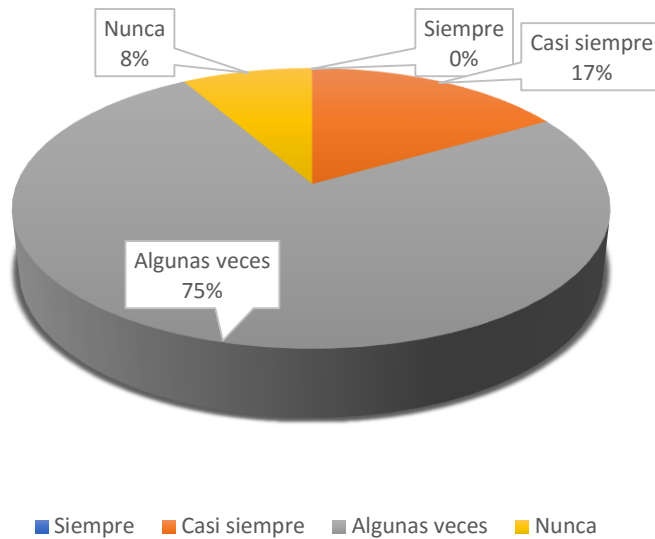
4. Uso el vocabulario aprendido en clase y lo utilizo de manera apropiado cuando hablo.



Graphs 6. Use of vocabulary learned.

The half of the students said they used vocabulary in conversations, it should be noted that different images, photos and visual resources were used to stimulate the conversation and these were pasted on an auxiliary board so that students could continually remember the vocabulary.

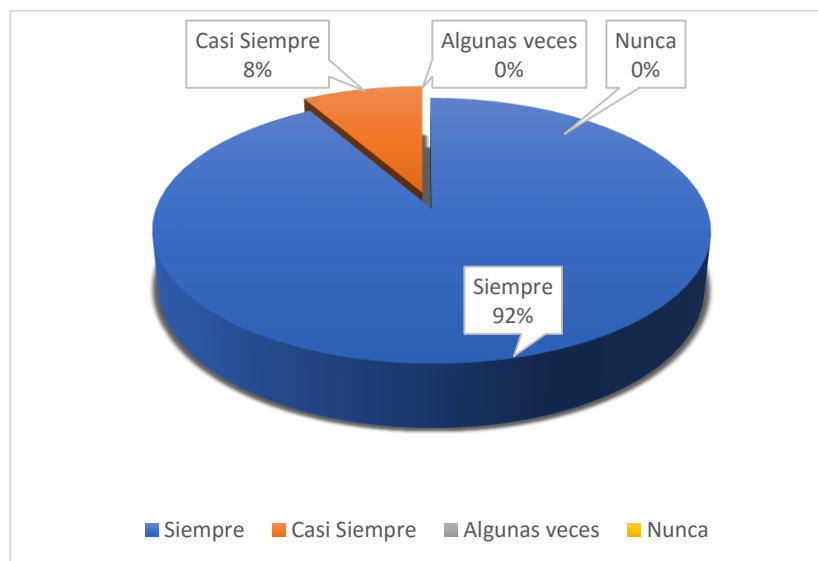
5. Si mis interlocutores no me entienden, repito mis expresiones que les ayuden a comprenderme.



Graphs 7. Repeat expressions to make yourself understood.

The majority of students declare repeating expressions to their classmates when they do not understand them, this is because despite the fact that the activities were very significant, it took more time to reinforce this type of conversations.

6. Disfruto de las actividades que involucren el trabajo en equipo.

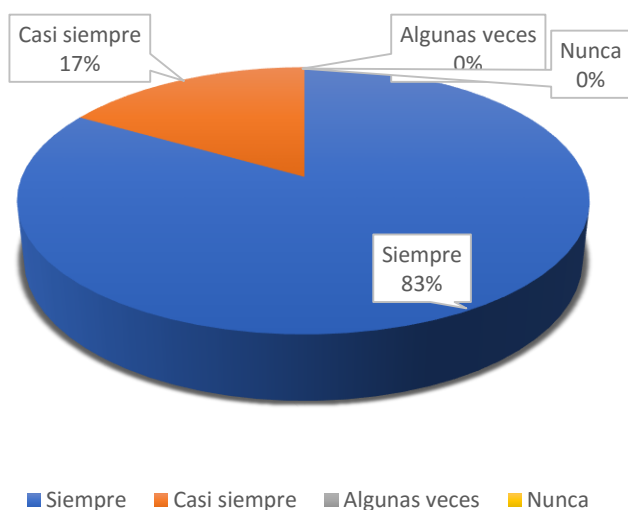


Graphs 8. Enjoy working as a team.

The vast majority of students like to work in groups and partly due to the methodology of the Educational Institution called “Escuela Nueva” which makes emphasis

on flexible learning and the students learn according to their own rhythm and learning styles. One of the qualities of this methodology is that students receive classes in trapezoidal tables and in groups, for this reason working in teams is facilitated and they like it a lot.

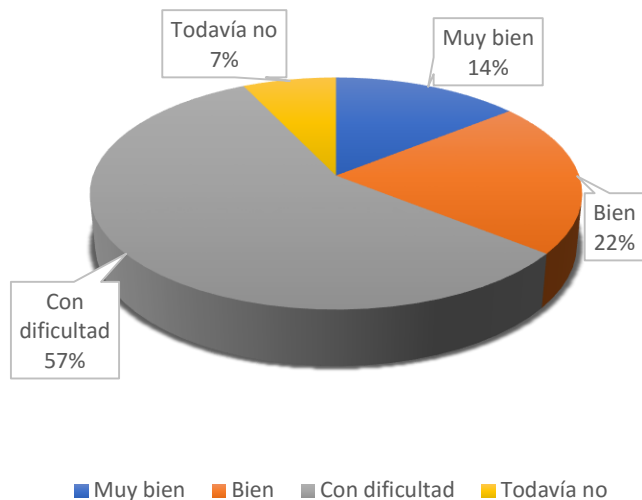
7. Participo activamente en todas las actividades y cuando hablo practico las estructuras gramaticales y el vocabulario que he aprendido.



Graphs 9. Participate in all activities.

During the activities the students participated in all the time and they showed that they enjoyed them.

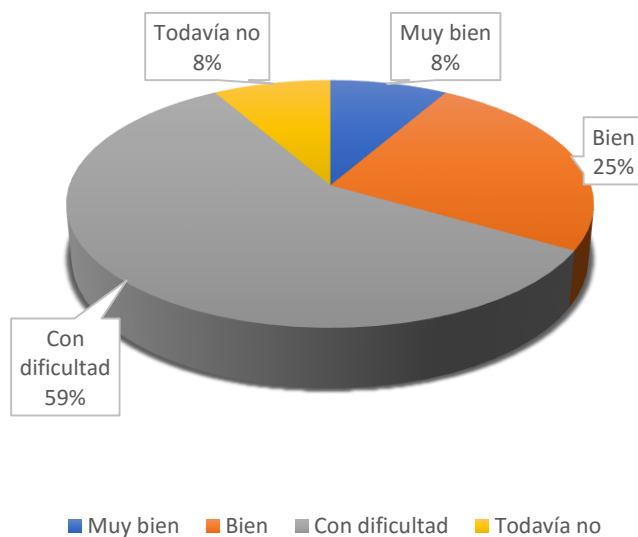
8. Puedo hacer preguntas en inglés a mis compañeros



Graphs 10. Asks questions to his classmates.

57% of the students say they ask their peers questions with difficulty, a situation that due to the short time in the activities that were implemented this type of communicative situations failed to reinforce them.

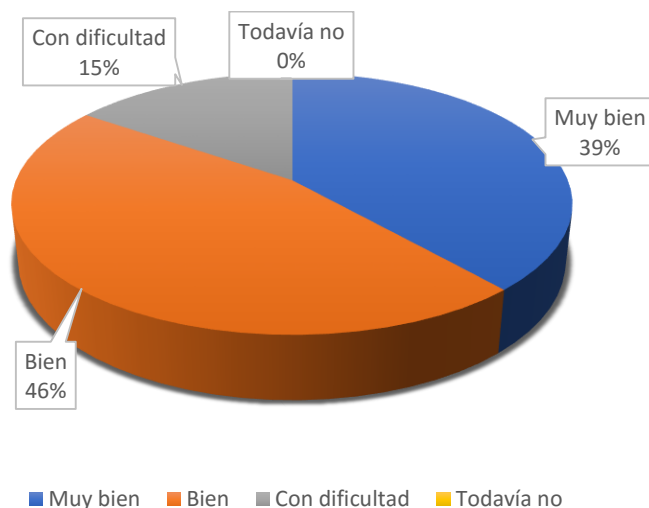
9. Entiendo cuando me hablan en inglés.



Graphs 11. Understand when they speak in English.

59% of students, report having difficulty understanding when they speak in English, although 25% of students are very positive in saying they understand well when they speak in a foreign language.

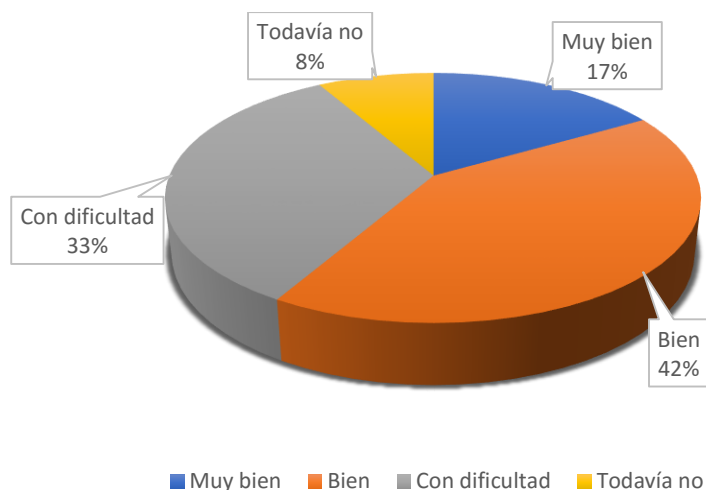
10. Puedo expresar mis gustos y disgustos en inglés.



Graphs 12. Express likes and dislikes in English.

Most of the students answered positively to this question, demonstrating expressing their likes and dislikes in interactive speaking activities with their peers. Sometimes students are heard asking questions of this type to other children of other grades, some of them were: *Do you like banana? Do you like play basketball? teacher, I do not like salad, please!*

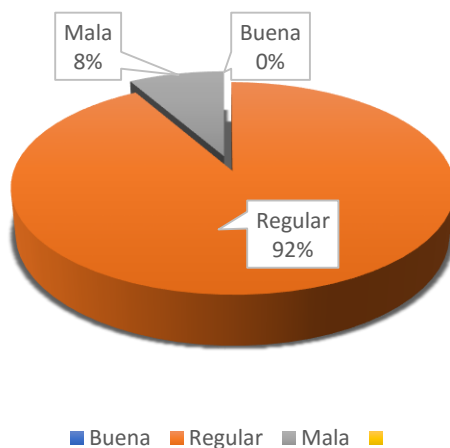
11. Puedo usar el vocabulario aprendido en clase cuando converso con los demás.



Graphs 13. Use vocabulary in conversations.

Having vocabulary with images pasted on an auxiliary board makes it easier for students to remember words and use them to communicate, hence the majority expresses being very positive in the use of vocabulary in conversations.

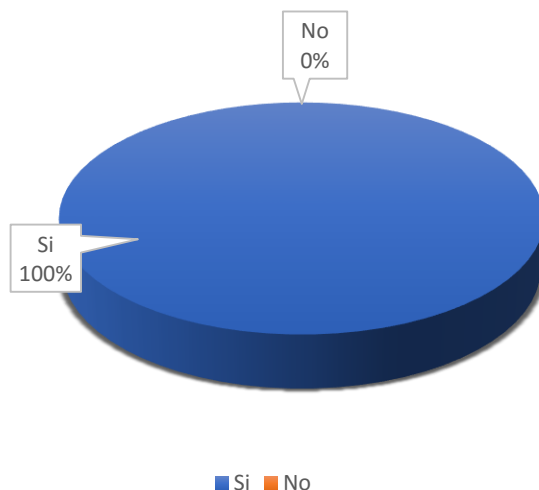
12. Considero que mi pronunciación es buena, regular o mala.



Graphs 14. Pronunciation.

The vast majority of students self-evaluate saying that the pronunciation they have is still very regular, but still students risk expressing words and sentences without worrying about the correct form of pronunciation.

13. ¿Consideras que las estrategias trabajadas en clase de inglés te ayudan a mejorar tus habilidades de habla?



Graphs 15. Strategies in class.

All the students state that the activities worked in the classes help to improve the speaking skills and that with this type of activities they will be able to communicate in English in a positive way with their classmates.

Positive engagement and motivation

Studies suggest that creating a positive learning environment may lead to higher levels of engaged learning and reduced behavioral that affect the learning process. Taylor & Francis, (2009) cited by Agneta M. (2009) Argue that commitment and "motivation" are similar insofar as they imply a degree of autonomy. Van Lier (2007, p.48 cited by Agneta M. 2009) explains autonomy as "the feeling of being the agent of one's actions", while Little (2007, p.15, quoting Holec, 1981) describes as "the ability to take charge of one's own". Learning'. He has assumed that autonomy is an affective disposition and that a motivated or committed person is characterized by a certain degree of autonomy. While one of the most relevant patterns of our research was motivation that the students had to

develop the activities, from the applied methodology, the material used and the interaction in the classroom. According to Littlewood, (cited in Gudu B., 2015) ‘Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he/she devotes to it, and how long he/she perseveres.’ This is an indication that the communicative skills are developed when the learner is motivated and is provided with opportunity to practice using language in context.

It should be noted that from the first session it was observed that the students were very easily distracted, they got bored with the activities where they had to speak in English, while I entertained myself with a couple of students reinforcing pronunciation some spoke in Spanish and did not make the effort to do the exercise in English. So, it was necessary intersperse the direct method with Total physical response activities and audiolingual method activities. It was a real challenge that there was some oral production in such a short time, with the amount of students in the group and the method that was applied. So, for the next sessions it had to combine the interactive speaking activities with role plays, word searches, games or songs where it could keep their attention and in the same way they could interact speaking in L2.

In this sense, the constant motivation to the students, the activities using different methods and the use of the material are precise so that the students could improve their speaking skills through the interactive activities of speaking, asking and answering questions, sharing information, interacting with their peers in L2 and establishing conversations during classes. “Stephen Krashen's Theory of Second Language Acquisition” (n.d.) contends that “learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are well equipped for success in second language acquisition”. During classes, students were really willing to work most of the time. They were attentive

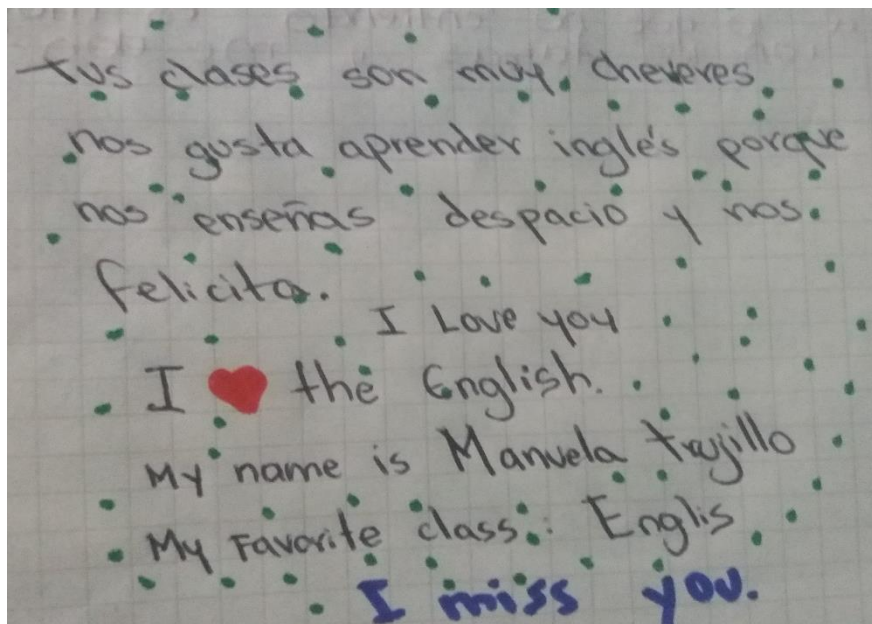
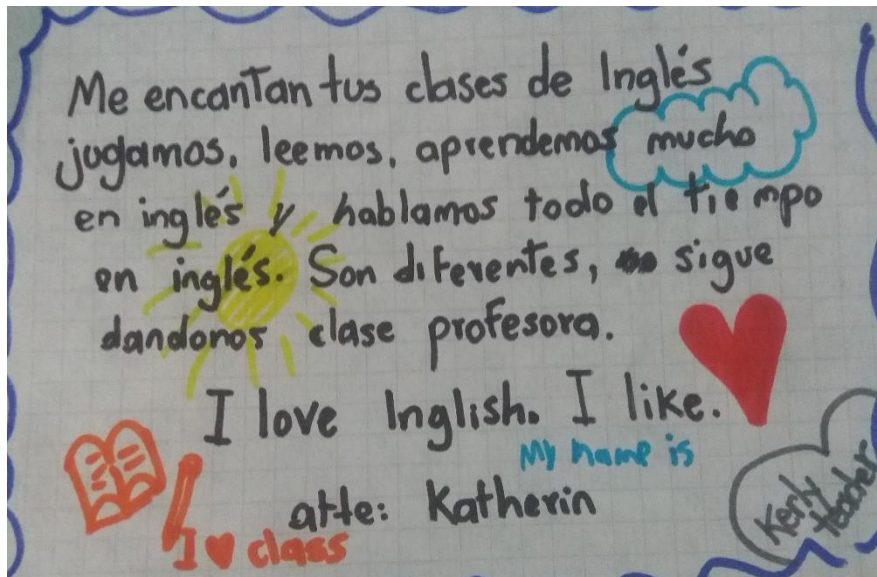
to teacher's commands and completed activities with enthusiasm and motivation.

Furthermore, they wanted to show the teacher permanently how well they were doing a task or exercise.

In the next session, 5 students recorded the audio of their families with the preferences of free time, here, it was noticed that the students liked the activity and it was significant, they put into practice the knowledge learned in class with their relatives and explained to them how they had to respond. In this same session we worked on commands, it was started with a game, which caught the attention of the students and encouraged them to participate, then they had to join in a photocopy some images with the given expressions, and finally the students played with their classmates "El robot" "who should do everything the other partner indicated and then vice versa. In this activity the students were very active and their listening ability was very sharp, because their learning was very fast, added to this topic, we worked the daily routines, here the students related flash cards proposed by the teacher with their respective expression and in the same way, they used direct method techniques such as questions and answers and read aloud to express what they did daily. There the students were very sure of their pronunciation, their level of expression was much better than in the previous classes and they were continually encouraged and congratulated for their participation. Students expressed their acceptance and desire for learning English through the course given by the teacher. They liked most of the activities carried out in class and did their best in order to participate and take part in the activities and tasks. Apart from that, they did not think that learning English was something difficult or complex. In contrast, they expressed that most of the activities were completed successfully and with no drawbacks. In that order of ideas, students every time we started class greeted me with expressions like:

- What are we going to do today, teacher?
- What are we going to play when we start the class?
- Today we work with teacher cards?
- I already learned the song from the last time ... let's sing it!
- Teacher, let's review what we did last class.

And Some students wrote me notes like these:



This shows that students feel comfortable with the classes and express that they have learned during the process.

According to this, I can say that the motivation and strategies that the teacher brings to the classes depends on the success that they may have. A game, a review and a song can create warm work environments that allow the student to be active and willing to learn.

When the students worked in questions about ask about the physical appearance of the grade and then the self-assessment of the students was carried out, here it was evidenced that although there were very few sessions, the students could improve interactive speaking situations and apply them to real contexts; classroom, the house, the playground among others, which are heard by themselves and by other people in the community. To “Stephen Krashen's Theory of Second Language Acquisition” (n.d.) claimed that language acquisition can take place in a nice atmosphere where self-confidence and motivation are promoted. This acquisition is a matter of attitude rather than aptitude, where students can get involved in the meaningful classroom activities that they might forget they are applying rules to communicate in a second or foreign language. This could happen if students are motivated to interact and have self-confidence. In other words, the affective filter should be low and the messages or input students receive should also be meaningful and comprehensible. In that way, students could acquire a foreign or second language because the input may get in as “Stephen Krashen's Theory of Second Language Acquisition” (n.d.) exclaimed that affective filters are a sort of psychological hurdles that refrain language learners from grasping the available comprehensible input accurately.

According to method implemented, using the direct method is believed to be effective to improve the students’ motivation in speaking. When the teacher used some

techniques to support this method, miming game, role play and info gap activity, increased the students' enthusiasm to practice speaking. They were motivated to know how to ask and answer questions as well. Applying several games also helped them to be more creative as well. By drilling, this technique would help the students to memorize the vocabulary. This technique is meaningful for students as long as it is done on real situations such as personal information, daily routines and description of people. For that reason, learners need stimulus to increase their motivation through the way facilitators guide them in the learning process. Through motivation learners can accomplish goals they thought were very challenging. That is why students can discover new abilities they have without knowing it, explore them, and thus being successful. Motivation gives a real reason to do something because students with a high motivation complete tasks with inspiration and enthusiasm. There is a need of increasing motivation in the EFL classroom with the purpose of achieving learning goals successfully; furthermore, learners can increase instrumental motivation, and integrated motivation through special activities proposed by the teachers.

Using the direct method is believed to be able to improve the students' speaking skill. In this project with fifth grade students, the students had difficulties in constructing sentences because they rarely practiced and thought that they could not find any partner to speak English. By using this method, the students were facilitated to speak English naturally. But the method is asserted as long as it alternates with another method such as the total physical response and activities where students can "do", either writing or drawing. Otherwise, students become easily deconcentrated and the essence of use is lost.

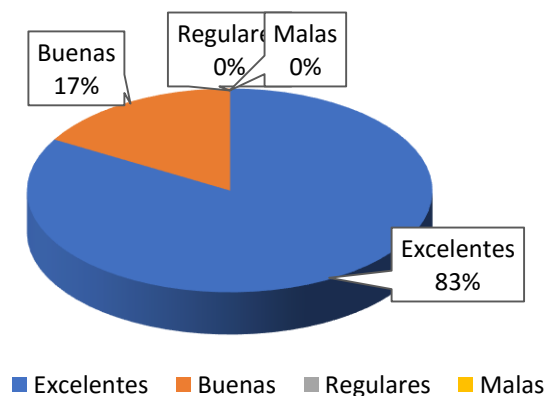
In the questionnaire given to the students (Annex L) it was wanted to know aspects related to the motivation of the classes, the activities implemented and the materials to evaluate the applicability of the method implemented in the activities and my role as

teacher. There it was observed that students enjoy the activities and that the materials used for this purpose are adequate to achieve the proposed objectives.

Those findings were provided by the data below.

Analysis to students' survey.

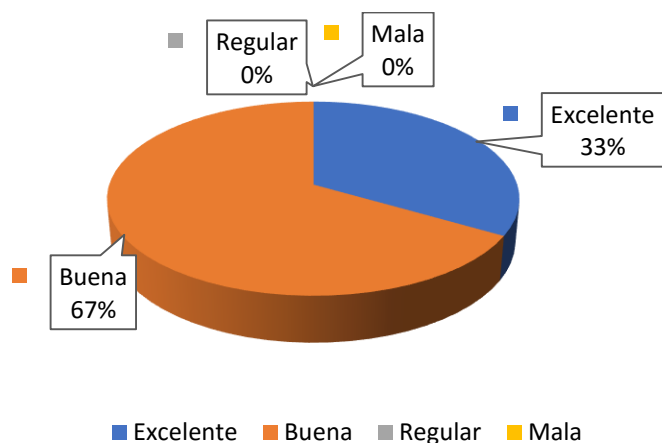
1. ¿Cómo te ha parecido la clase de inglés hasta el momento?



Graphs 16. How you consider English class.

The Majority of the participants (83%) showed great enthusiasm towards the English class. This fact could be perceived in their positive attitude towards the activities and exercises suggested by the teachers in class.

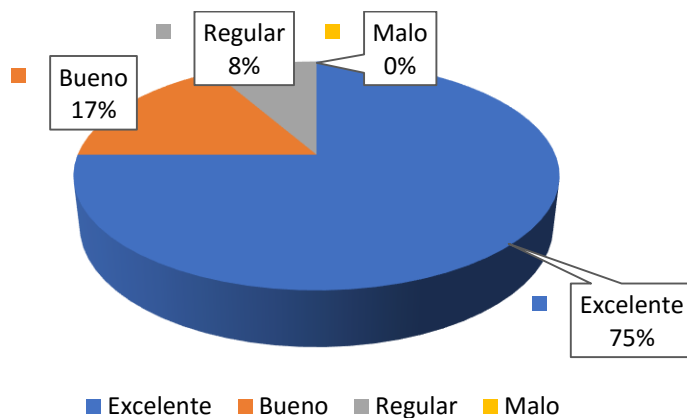
2. ¿Cómo te parece la forma en la cual tu profesora enseña Inglés?



Graphs 17. Perception about how the teacher teaches English.

The chart shows that some of the participants (33%) thought the way teacher taught English was excellent and some others (67%) that it was good. This contributed a lot to carry out the all the activities in a successful way.

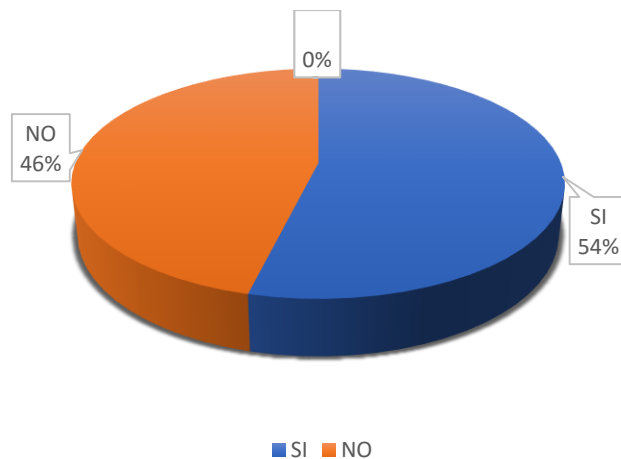
3. ¿El material utilizado en la clase de inglés te parece?



Graphs 18. Perception about material.

According to the data collected a great deal of participants (75%) considered that the material used in class was excellent, some others (17%) thought it was good and a scarce number (8%) had the idea that it was regular. The material was a key factor to the classes' success.

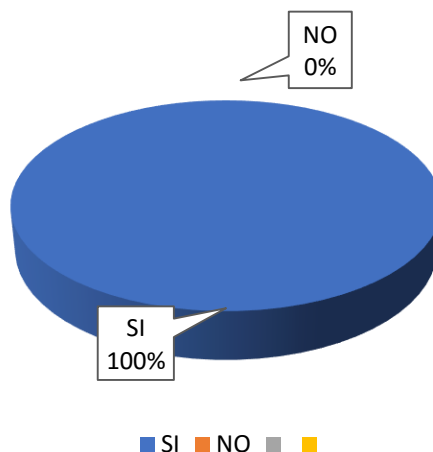
4. ¿El material utilizado fue llamativo, colorido y bien diseñado?



Graphs 19. Perception about material.

The (54%) of students considered that the material was striking, especially flash cards and the other (46%) did not consider it flashy and colorful, this large number of students is because the material was printed in black and white and not in color.

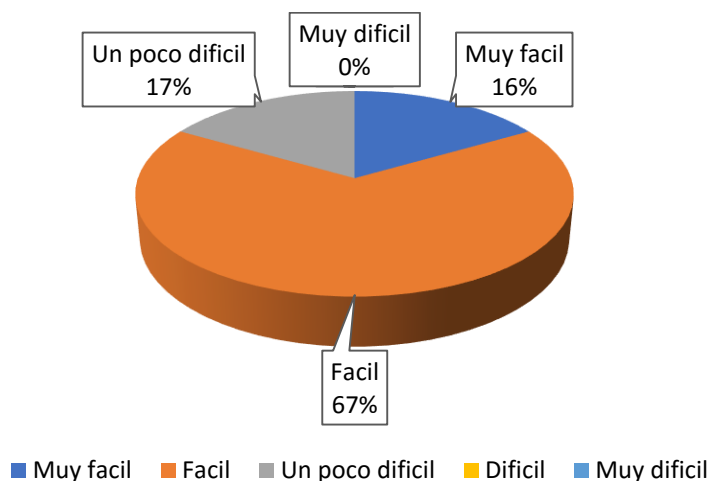
5. ¿Consideras que el inglés es realmente bueno para tu formación integral?



Graphs 20. Do you consider English important?

All of the students (100%) considered English was really important to their holistic formation; this influenced their motivation towards learning and made the teachers' work easier.

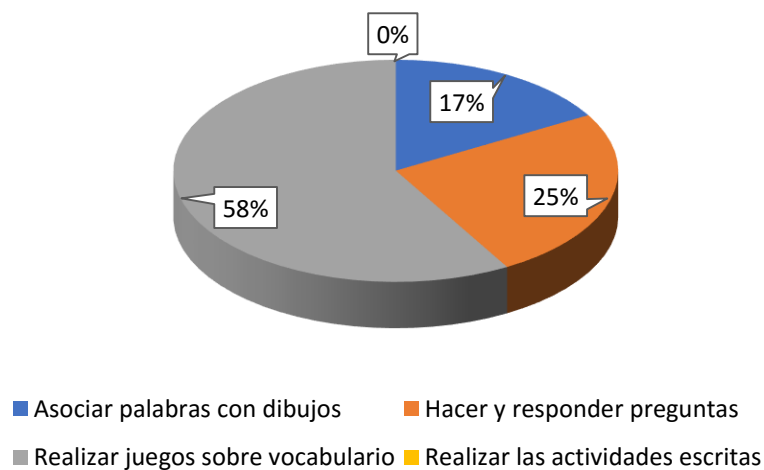
6. El aprendizaje de los diferentes temas vistos en clase te ha parecido:



Graphs 21. Level of difficulty of the topics.

It can be seen that most of the participants (16%) thought the topics work in class were easy, some others (67%) believed the topics were very easy, moreover a few of them (17%) considered the topics that were being taught were a little difficult to be understood.

7. ¿Cuál ha sido la actividad que más te ha gustado y la que menos les ha gustado?



Graphs 22. Activities preferences.

The percentages display that the two activities that participants enjoy doing the most in class were (58%) playing games about vocabulary and (25%) answer ask and answer questions, so, the activity they like the least is doing written activities.

According to the survey applied to the participants at the end of the course, students stated that they really liked the classes; their interest was evident in their attention and participation. As Bastidas J., (1993) summarizes about Communicative Approach Principles: The teacher gives students an opportunity to express ideas and opinions on a regular basis so that students integrate the target language with their own personality. And thus, they feel more secure about using the target language. Games, dramas and other enjoyable activities are used to make classroom atmosphere better, more friendly and relaxing”. The participants’ desire for learning and carrying out tasks were permanent factors that helped the teacher develop all the activities and also promoted self-discipline and perseverance in the participants.

It is very satisfying to hear that students apply conversations, expressions and words in English is their daily life, which motivates us to achieve much more complex interactive speaking situations. The sessions were very few to achieve better results than those achieved but with the few classes that were carried out it can be concluded that as long as the right strategies and resources are used to motivate them to learn and that they can express themselves in English.

The ultimate goal of the development of oral production is to ensure that the student is able to express himself when s/he needs it and wants it, that he does it properly and that s/he is able to interact orally during a communicative practice. Therefore, it is necessary to consider implementing different methods such as direct, TPR and audiolingual, not as isolated indicators, but as vital components of a successful oral production. The learning environment must be a space where experiences that are meaningful for the students’ learning must be generated, and these experiences are obtained from the results of activities

and dynamics oriented by a teacher, therefore, the intrinsic and extrinsic motivation is vital in the teaching-learning process.

Conclusions

After these experiences in class and a short “Feedback” session in which I gathered the impressions and opinions of these exercises, I can conclude that students recognize the importance of oral ability and believe that spoken English is very important. Also, the amount of English spoken in class depends on many factors distributed in three categories; the first category **security and self-confidence** the students when interacting with others in speaking situations feel more secure when expressing themselves or asking for information, they risk to pronounce in spite of doubting the pronunciation without losing the communicative intention. The second category is the **use of expressions inside and outside the classroom**; the students progressively used the expressions learned in class with their classmates and in the rest and lunch spaces, in the same way the mothers expressed that in the houses they used a lot of English asking questions to the members of their family, and the last category is **positive engagement and motivation** because the motivation of the group, the planning of the class and the exercises carried out with the group, the type of exercises and the involvement of the teacher in the process of promoting the use of English it is a difficult task but with sufficient motivation and a good number of interesting and attractive exercises the students can learn in a meaningful and fun way. It is also important to introduce interactive speaking activities from the preschool level, a language for the class that can be used naturally and that students adopt English as the way to communicate in class.

Interactive speaking situations are helpful for students to develop their speech in a progressive manner, due to the fact that helping students to develop this communicative

skill, mediated by different types of activities which require the interaction between people, work team giving them the opportunity to practice the language in real situations in which learners could show an output of the topics covered during the classes.

The implementation of speaking strategies as a tool to promote students' oral interaction facilitated the learning of more vocabulary, grammar learning, student safety and self-confidence to interact with others. As the activities were being successful for them and they were given continuous motivation the students changed their perceptions that everything was difficult and complicated to a fun and accessible way of English.

The suitable materials to work with fifth grade students are those which contain images, concrete objects and realia. Therefore, students can take advantage of their visual capability to make associations and internalize the new input. During the implementation of the project, the materials used were significant for the achievement of the goals and played an important role for both learning and the motivation in students.

The constant motivation to the students towards the learning of a foreign language and the continuous feedback before the pronunciation, allowed that the students reached the objectives proposed for each class and were willing to work with enthusiasm and motivation most of the time.

The direct method in its essential use of language, only using English in the classroom and applying the activities proposed in this method was not a viable method to work with the fifth-grade students in the El Paraíso Educational Institution in the municipality of Algeciras, because students are not constantly exposed to the language, the vocabulary they learn normally in the classes are not encouraged to use them in real environments. For this reason, 50% of the classes had to be given instructions in Spanish. So, it is necessary to use other alternating methods that allow us to be successful in

communicative activity; as the audiolingual method because it focuses on dialogues and drills activities, repetition and memorization, pattern practice and communicative language teaching because engage learners in communication; Involve processes such as information sharing, negotiation of meaning, and interaction. Likewise, interactive speech activities such as information gap activities, discussions activities, role plays, games, informal interaction among others, because of the students need lots and lots of practice, encouragement, and correction.

Limitations and implications

Limitations

Some of the limitations of this research project were that I did not have enough time to carry out a significant number of classes in which I could apply more interactive speaking situations and developing other oral activities that would have made that students strengthen their speaking skill, giving more credibility to this research.

It was difficult to organize the schedules of the students to carry out the research especially because as a researcher I had to adjust to the academic schedules and spaces that the professor gave me. Apart from that, classes that had been planned, were postponed or delayed due to public school difficulties such as disability by the professor, teachers' strikes or extracurricular activities organized by the Ministry of Education of Huila.

In the research due to participants' lack of opportunities of practicing outside the classroom what they learned in the English class, a lot of time was spent on reviewing what had been taught previously. This fact also affected the normal development of the planned activities for each lesson.

Implications

In addition to the conclusions in the development of this research project, I could have realized that the results were in a limited time, have given a set of recommendations for further studies in the frame of the application of interactive speaking situations strategies in teaching of English as a foreign language.

According to the above, this study may have taken place to be applied during a longer period of time in order to achieve better results. In addition, this research project may include within its main objectives the development of other skills such as listening, writing or reading together with the speaking skills to improve the weaknesses that students might present and at the same time to improve learners work ability in an integral way, to achieve more significant progress during the learning process of each them.

Besides, the phase of diagnosis, recognition of the context and needs analysis is very important to start any type of study. They give you strength to make a constant reflection between what you propose, the activities that you carry out and the results that as a researcher you want to achieve. Added to this, the theoretical contributions of authors and other research make it possible to reflect on the methodology, focus and activities carried out.

Finally, I suggest constantly training teachers in the teaching strategies of English and the use of resources from pre-school level, so that students obtain a greater knowledge of vocabulary and expressions in English and in this way, it is easier for Students interact in communicative situations with others in the upper grades.

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ANNEXES

Annex A. Speaking Pre-test

INSTITUCIÓN EDUCATIVA EL PARAISO

SPEAKING PRE-TEST

Fifth grade

PERSONAL INFORMATION: Answer the following

Questions about himself.

- What's your name and your surname, please?
- How old are you?
- Where are you from?



FAMILY: Answer the following questions about your family.

- a) Where do you live?
- b) What does your father or your mother do?
- c) Do you have any brothers and sisters? What do they do?

ADJECTIVES OF PHYSICAL DESCRIPTION

You have to use adjectives to describe physical aspects in the following image:



PRESENT PROGRESSIVE:

Answer the following questions using present continuous. Remember the structure of the present progressive:

Subject + verb To be + verb with -ing + complement			
↓	↓	↓	↓
She	is	listening	Ranchera music



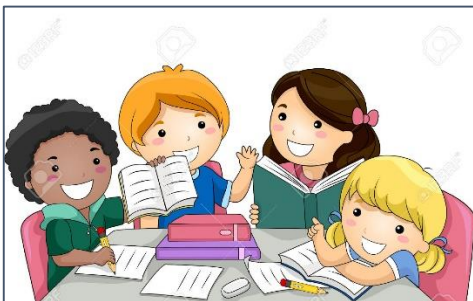
What is the dog doing?



b) What is the man doing?



c) What are they doing today?



In pairs ask your partner questions about the foods you eat at breakfast, lunch and dinner and write your answers in the chart.

Use the next question: What do you eat for breakfast?...

Partner/ foods	Breakfast	Lunch	Dinner
e.g. 1. Karent	Eggs, arepa chocolate...		

Annex B. Rubric and Pre-test results

RUBRICS TO EVALUATE SKILLS

Student's name: <u>Yury Manuela Trujillo Toledo</u> Age: <u>11 years old</u> Grade: <u>Fifth grade</u> Total points: 15 points Objective: Know the strengths and weaknesses of sixth grade students through the development of a needs analysis test.				
Criteria or evaluation categories	Excellent 5pts	Good job 4pts	Fair 3pts	Needs Improvement Under 3
Fluency	It is expressed correctly with ease and spontaneity	It is expressed correctly with ease and spontaneity. The pauses he makes when conversing doesn't distort the clarity of the message.	It is expressed with difficulty. The message is not understood	It is not expressed correctly. There is no spontaneity.
Content and Vocabulary	Use the vocabulary proposed in the revised units. The message is delivered appropriately and with clarity and cohesion according to the proposed situation.	There is evidence of a reduced vocabulary as proposed in the units. Use the vocabulary studied in class most of the time in the correct way.	The student handles words in an erroneous and isolated way, without cohesion in his speech. Inappropriate choice of words or scarce vocabulary hinders communication.	What is contributed is not related to the indicated topic. The use given to the vocabulary studied in class indicates that it does not know its meaning.

Grammar	Uses the grammatical structures studied in class may present some infrequent errors, but your message is clearly understood.	Use correct simple structures, although with errors that do not hinder the communicative processes. And you can communicate in the following situations: (Description of people, asking questions about the food you eat daily and answering personal information).	Evidence difficulty to provide personal information. Example: name, age, profession, marital status, and origin and does not articulate simple questions or answers from their immediate surroundings.	Does not use the structures studied in class.
Pronunciation	Speak clearly. Almost does not make mistakes of pronunciation, approaches a standard pronunciation with good intonation and appropriate intervals between sentences.	It presents some identifiable, but not decisive, pronunciation errors that do not interfere with comprehension.	The pronunciation mistakes that you make affect the clarity of the message very little.	The student does not speak clearly and makes pronunciation mistakes that affect the clarity of the message.
Listening	The student answers the questions with pertinent and appropriate answers, recognizing all the sentences and statements, incorporating them into the conversation.	The student recognizes the instructions in English and answers most of the questions recognizing them and incorporating them into his answer. Eventually it requires repetition of the questions.	The student fails to answer the questions, but recognizes some words that guide his response. Make clarifications in Spanish about the question.	The student does not understand the questions asked about himself, his family and the questions that his classmate asks him

Interaction/ask information	Make at least three questions on the subject indicated to your partner. The conversation is natural one hundred percent.	Make two questions about the subject indicated to your partner. The student hesitates to give his answer, but this does not affect the naturalness of the conversation.	Make a question about the subject indicated to your partner, there are doubts in your participation.	Do not ask your partner questions. Student just answers. s/ he hesitates when answering. The waiting time for your participation reflects that your conversation is not natural.
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SPEAKING PRE-TEST																								
Student	Fluency				Vocabulary and content				Grammar				Pronunciation				Listen				Interaction / ask information			
	5	4	3	-3	5	4	3	-3	5	4	3	-3	5	4	3	-3	5	4	3	-3	5	4	3	-3
1				X				X				X				X			X					X
2		X				X				X				X				X					X	
3			X				X				X				X				X					X
4			X				X				X				X				X				X	
5			X				X				X				X				X				X	
6				X				X				X				X				X				X
7				X				X				X				X				X				X
8				X				X				X				X				X				X
9				X				X				X				X				X				X
10				X				X				X				X				X				X
11			X				X					X			X					X				X
12				X		X					X				X				X					X
TOTAL	0	1	4	7	0	2	4	6	0	1	4	7	0	1	5	6	0	1	5	6	0	0	3	9

Annex C. Course Syllabus

PROGRAMACION CURRICULAR GRADO QUINTO I.H.S: 2 horas						
UNIDA D	EJE CURRICULA R	EJES TEMATICOS	LOGROS O DESEMPEÑOS	INDICADORES DE LOGROS	TRANSVERS ALIDAD	FORMAS DE EVALUACIO N
1	VERBO TO BE EN PRESENTE SIMPLE LOS ADJETIVOS DEMOSTRAT IVOS VERBS	*Verbo TO BE en presente simple Refuerzo (I am, you are, he is, she is, it is, we are, they are) *Adjetivos demostrativos (This, That) Verbs: get up, have breakfast-lunch, dinner, study, do homework, go to bed...	*Lee textos cortos identificando el Verbo To Be en Presente simple. *Utiliza adecuadamente los adjetivos demostrativos en situaciones cotidianas. -Reconoce los verbos regulares	*Resuelve sopa de letras, crucigramas y completa oraciones utilizando el Verbo To Be y Adjetivos demostrativos. -Reconoce los verbos regulares en textos y al comunicarse por medio de diálogos.	Proyecto medio ambiente	Evaluación oral a través de ejercicios de repetición y socialización como diálogos cortos, canciones y juegos usando enfoque de respuesta física total. Evaluación escrita a través de fotocopias donde se realicen actividades de emparejamient
2	ADJETIVOS POSESIVOS VERBO TOBE	*Adjetivos posesivos: My, your,his, her, its,our, their.	*Reconoce en textos cortos y utiliza adecuadamente los adjetivos posesivos. *Emplea correctamente el	*Identifica y realiza oraciones cortas, crucigramas y completar guías de los adjetivos posesivos.	Proyecto PILE	

	(AFIRMATIVO, NEGATIVO E INTERROGATIVO.) WH- QUESTIONS.	*Verbo TO BE INTERROGATIVO, AFIRMATIVO Y NEGATIVO Oraciones cortas utilizando cada una de estas formas. Wh-Questions. What's your name?-What's your last name?-Where are you from?-How old are you?- What's your home address?-Which is his (her, your) favorite color/animal/singer/	verbo To Be en sus diferentes formas (afirmativo, negativo e interrogativo) -Utiliza los WH- questions en situaciones comunicativas.	Utiliza wh-questions en diálogos, escribiendo preguntas del contexto.		o, selección, coloreo Talleres artísticos con manualidades que involucren los temas vistos.(plastilina, relleno, punteo,etc...)
3	VERBO TO HAVE Y NUMEROS HASTA EL MILLON LOCATIONS PREPOSITIONS OF PLACE. (ON, IN, UNDER, IN FRONT OF...)	*Emplea el Verbo to have en diferentes situaciones *Identifica los números hasta el millón en inglés.	*Emplea el Verbo To Have correctamente en situaciones cotidianas. * Reconoce, escribe y pronuncia los números hasta el millón. - utiliza preposiciones de	*Reconoce en sopas de letras, canciones y textos cortos el Verbo To Have. *Con juegos y canciones identifica los números hasta el millón. - escribe e identifica las preposiciones de lugar a través de imágenes y en textos.	Proyecto pile Proyecto tiempo libre	Evaluación de habilidad de escucha por medio de canciones cortas, y material audio visual interactivo.

		-Utiliza preposiciones de lugar.	lugar en situaciones comunicativas.			
4	IDENTIFICACION PERSONAL Y PRESENTACION ANTE LAS DEMAS PERSONAS	*Identificación de sí mismo *Descripción de personas, animales y cosas. * Presentar a otras personas *Sostener diálogos cortas incluyendo Saludos y presentaciones.	*Utiliza el Verbo To Be, To Have, adjetivos demostrativos, posesivos en saludos, presentaciones a sí mismo y los demás, descripción de animales, personas y cosas.	*Interpreta con el lenguaje visual y oral las descripciones de sí mismo, de las demás personas, animales y cosas.	Proyecto educación sexual Proyecto PILE	

Annex D. Class Observation

Format to collect data from observations of English classes at Educational Institution El Paraíso - Algeciras Huila

Subproject: Pedagogical innovations in EFL teaching and learning contexts.

Project: Improving the interactive speaking situations in fifth grade students in a rural classroom through the direct method.

Class: English class Date of observation: 19/03/18

Teacher: María Eugenia Cleves Grade: fifth

Use of English	Evidence observed in class Comments
- The teacher only greets in English and limits herself to drawing some animals and writing their names in English. The students drawing in their notebooks.	- Students are encouraged to draw the animals but not by how the name is said in English, they take a lot of time drawing and coloring. - The class is boring for students.

Use of Spanish	Evidence observed in class Comments
- The teacher use the Spanish all the time.	- The teacher refers to a book called "lerto en ingles" the pronunciation of some words and makes the students repeat once.

Other Valuable Information

Evidence observed in class	Comments
- Students get bored when repeating in English. - Students give more importance to drawings than to learning English.	- There aren't complementary activities to the drawings (game, song, word search, puzzle) - The topic isn't in the course syllabus.

Kerly Yolina E.

Format to collect data from observations of English classes at Educational Institution El Paraíso - Algeciras Huila

Subproject: Pedagogical innovations in EFL teaching and learning contexts.

Project: Improving the interactive speaking situations in fifth grade students in a rural classroom through the direct method.

Class: English class Date of observation: April 9, 2018

Teacher: Maria Eugenia Cleyes Grade: fifth.

Use of English	Evidence observed in class Comments
- The teacher write the date in english. - She draw some places in english. the students drawing in their notebooks	- The students drawing in their notebook. - The students are very active by the last hour of class and it's very hot - Some students don't do the work.

Use of Spanish	Evidence observed in class Comments
- The teacher and students speak in english all the time	- The students recognize words as: hospital, park, cinema, zoo, school. because are similar to Spanish.

Other Valuable Information

Evidence observed in class	Comments
- The students are tired and bored - Some students don't work in the class.	- The teacher must promote play activities so that students are encouraged to learn English.

Kerly Yolima Escobar

Annex E. Consent format

CONSENTIMIENTO

TITULO DEL ESTUDIO: Promover las situaciones de conversación interactiva en estudiantes de quinto grado en un aula rural a través del método directo Algeciras Huila

INVESTIGADOR: Kerly Yolima Escobar Céspedes. Estudiante de lengua extranjera Ingles de la Universidad Santo Tomás. Contacto: 3142218918.

PROPOSITO: Por medio de la presente se está requiriendo su permiso para que su hijo (a) participe en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás**. El propósito de este estudio es aplicar actividades interactivas de habla para mejorar las habilidades de habla en los niños de grado quinto.

PROCEDIMIENTOS: Para este estudio se llevará a cabo actividades de observación de la clase de inglés, aplicar cuestionarios, entrevistas y grabaciones para conocer y promover habilidades de comunicación oral en el área de inglés.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que usted como mayor de edad y padre de familia así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que su hijo (a) **no está obligado** a contestar ninguna pregunta que considere incomoda.

DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión de que su hijo (a) no continúe como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es un poco de tiempo de parte de los participantes para usar toda información del medio en aras aprender y mejorar las habilidades.

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Neiva Huila en la avenida la Toma N. 7-60 al teléfono 8729945.

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta que su hijo (a) participe en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo (a) es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del estudiante participante Jorge Andres Manchola Camacho
 Fecha: 22 de febrero 2018
 Nombre del padre de familia Maryory Comacho Firma: [Firma]

CONSENTIMIENTO

TITULO DEL ESTUDIO: Promover las situaciones de conversación interactiva en estudiantes de quinto grado en un aula rural a través del método directo Algeciras Huila

INVESTIGADOR: Kerly Yolima Escobar Céspedes. Estudiante de lengua extranjera Ingles de la Universidad Santo Tomás. Contacto: 3142218918.

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PROCEDIMIENTOS: Para este estudio se llevará a cabo actividades de observación de la clase de inglés, aplicar cuestionarios, entrevistas y grabaciones para conocer y promover habilidades de comunicación oral en el área de inglés.

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DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión de que su hijo (a) no continúe como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

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FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta que su hijo (a) participe en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo (a) es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del estudiante participante

Valeria Ramos Betancourt

Fecha: 22-Febrero-2018

Nombre del padre de familia

Andrea Betancourt

Firma:

Andrea Betancourt

Annex F. Timetable and stages of the research project

TIME ACTIVITIES	FEBRUARY				MARCH				APRIL				MAY			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Documentation of the proposal																
1. First stage (Designing and planning) - Programming and preparation of the classes - Revision of curricular - Recognition of the context of the students -Apply pre-test - Observation and application of questionnaires about the context.					1-	-16										
2. Second stage (Implementing of the plan) -Observation of the classes -Recording of classes -Apply activities on interactive speaking situations using direct method techniques.				22			19-				- 20					
3. Third stage (observing and analyzing) -Observation of the classes - Apply test, questionnaires, interviews -Collection of evidence and data.												23-				
4. Fourth stage (evaluating) - Tabulation of data and conclusions of the investigation presentation of the experience.													1-		- 17	

Annex G. Schedule of activities

STEP OF RESEARCH	DATE	ACTIVITY	OBJECTIVE	RESOURCES	Time
Designing and planning	February 22 to 16 /2018	Pre- test	To establish the level of speaking skills of fifth graders at the El Paraíso School.	Worksheet Pen Voice recorder Rubrics worksheet	2 hours
	March From 1 to 16/2018	Analysis and planning of interactive speaking situations based on communicative activities	To plan interactive speaking situations based on communicative activities to develop in the classroom, considering the weaknesses that students showed in the application of the first test.	Internet Paper sheet Pens Computer printer	2 hours per day
Implementing of the plan	From March 19 to April 20/2018	Application of interactive speaking situations based on communicative activities	To apply interactive speaking strategies through speaking activities in the classroom.	Picture cards Tape recorder Worksheets Pens Notebook	2 hours of forty-five minutes each one per session
Observing and analyzing	April 23 to 27/2018	Application of the second test	To analyze the effectiveness of the direct method strategies on the progress of speaking skill in students of fifth grade at El Paraíso School.	Worksheet Pen Voice recorder Rubrics worksheet	2 hours
Evaluating	30 April to 17 May/2017	Data analysis	To analyze the gathered information	Voice recording Observations Computer,Pens	1 hour per day

Annex H. Lesson Plan

LESSON PLAN USING THE DIRECT METHOD

Lesson Name: verb to be in simple present (personal information)		
Institution: El Paraíso.		
Student-Teachers in Charge: María Eugenia Cleves		
Grade: 5°	Date: March 12 th	Time of the class: 90 minutes

Introduction: This lesson plan will be applying out with fifth grade at El Paraíso School in Algeciras, students will be asked questions related to personal information, making use the simple present, through different teaching strategies involving speaking skill in language development.	
Rationale: To use verb to be in simple present tense to give personal information including the age, name and nationality. Personal questions are used in different contexts for example: hotels, school, university, internet, social networks etc. With this lesson plan students will be able to participate in conversations so that they will allow to introduce themselves and introduce other people.	
Methodology: <i>Direct method:</i> Andriyani N., (2015) defines that the main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. <i>Communicative Language Teaching:</i> Nunan (1989) doing activities that involves real communication, carrying out meaningful tasks, and using language which is meaningful to the learner promote learning.	
Resources: Photocopies, board, flash cards, tape recorder.	
Objectives	Communicative: the students will be able ask and answer questions about personal information in different contexts.

Annex I. Conversation Rubric

CONVERSATION EVALUATION RUBRIC IN ENGLISH

ACTIVITY 1

NAME: Jorge Andres Manchola Camacho DATE: April 23, 2018 LEVEL: 5th

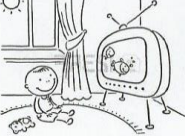
English Conversation	Fully	Highly	Partially	Poor
Pronunciation	Correct pronunciation of all the words with effort to have “accent English”.	Proper pronunciation, forgetting some terminations and with marking accent.	It does not pronounce well, but makes the effort.	S/he does not pronounce well almost no word.
Security	Shows security during the whole conversation, without hesitation or doubts, with tone of proper voice. Meet and understands what S/he says.	Shows security during conversation, tone of voice adequate, but it does some pauses like doubting. Know what it says.	S/he does not fully know what have to say, what you It leads to doubt sometimes.	S/he has no security, hesitates continuously, doubt, take long breaks, speaks too low or does not speak. Neither know nor understands what S/he has what to say.
Expressiveness	Use body language according to what S/he wants express. The intonation is according to what is expressed verbally and corporally.	Use body language but not at all times. The Intonation is adequate.	Usually forget the language body or does not match what it expresses the intonation is not in agreement with what you want express.	Do not use in any moment the language bodily. It makes a speech completely flat. Does not exist intonation according to that is expressed.

Construction of the conversation	Long and with good sentence constructions.	Good use always of the grammatical rules.	Long and with some error grammar or construction.	Brief with errors grammatical too brief and with construction errors.
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Annex J. Activity “My likes and dislikes”

What activity do you do in your free time?

Ask the question to a classmate and write a tick (✓) to the activities that your classmate like to do and a cross (X) to those activities that your classmate doesn't like to do.

FREE TIME ACTIVITIES / CLASSMATE	Go to pool 	Watch Tv 	Play soccer or other which? 	Ride bicycle 	Study 	Listen to music 	Talk with friends 	Others. Which?
e.g David	X He doesn't like go to pool	✓ He likes watch Tv	✓	X	✓	X	✓	Go to cinema
KELLY	X	✓ She likes	X No, she doesn't	✓ yes	✓ yes	✓ yes	✓ yes	
KATHERINE	✓	✓ yes, she likes	X No	✓	✓	✓	✓	
EDGAR	✓	✓	✓	✓	X	✓	✓	

Do you like _____? and the classmate can answer Yes I like _____ or No, I don't like _____.

Annex K. Self-evaluation

SELF ASSESMENT

NOMBRE: Valeria Rendón S. EDAD: 11 FECHA: 25-Abril-2018

El propósito de esta autoevaluación es conocer el desempeño del estudiante en las actividades interactivas de habla realizadas durante el desarrollo del proyecto de investigación. Como estudiante, usted debe reflexionar sobre su proceso y escribir una X de acuerdo a los criterios establecidos en este formato, conteste con toda sinceridad.

N°	¿Con que frecuencia realizas las siguientes acciones en inglés?	SIEMPRE	CASI SIEMPRE	ALGUNAS VECES	NUNCA
1	Entiendo cuando la profesora me habla en inglés.		X		
2	Saludo y me despido en inglés de mi profesora y compañeros.	X			
3	Hago uso del inglés en el salón de clase cuando uso comandos (sit down, lend me... please, excuse me, silent, sorry, a question, can you repeat...)		X		
4	Uso el vocabulario nuevo aprendido en clase y lo utilizo de manera apropiada, cuando hablo.		X		
5	Si mis interlocutores no me entienden, repito mis expresiones que les ayuden a comprenderme.			X	
6	Disfruto de las actividades que involucren el trabajo en grupo.	X			
7	Participo activamente en todas las actividades y cuando hablo practico las estructuras gramaticales y el vocabulario que he aprendido en clase.	X			

N°	¿Qué has aprendido con las actividades interactivas de habla?	Muy bien	Bien	Con dificultad	Todavía no
8	Puedo hacer preguntas en inglés a mis compañeros.		X		
9	Entiendo cuando me hablan en inglés.		X		
10	Puedo expresar mis gustos y disgustos.		X		
11	Puedo usar el vocabulario aprendido en clase en las conversaciones			X	

Marca con una X la opción que consideres apropiada.

12. Considero que mi pronunciación es: buena _____ regular X mala _____

13. ¿Consideras que las estrategias trabajadas en clase de Inglés te ayudan a mejorar tus habilidades de habla? SI X NO _____

Annex L. Student's Survey



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

ENCUESTA A ESTUDIANTES

Objetivo:

- Recolectar información acerca de la opinión de los estudiantes de la clase de inglés sobre las actividades, la motivación y los materiales.

Marque con una (X) la respuesta que considere correcta de acuerdo a su criterio.

1. ¿Como te ha parecido la clase de Inglés hasta el momento?

Excelentes ____ Buenas X Regulares ____ Malas ____

2. ¿Como te parece la forma en la cual tu profesora enseña Inglés?

Excelente ____ Buena X Regular ____ Mala ____

3. El material utilizado fue llamativo, colorido y bien diseñado.

Sí X No ____

4. ¿El material utilizado en las clases de Inglés te parece:

Excelente X Bueno ____ Regular ____ Malo ____

5. ¿Consideras que el Inglés es realmente bueno para tu formación integral?

Sí X No ____

6. El aprendizaje de los diferentes temas vistos en clase te ha parecido:

Muy fácil ____ Fácil X Un poco difícil ____ Difícil ____ Muy difícil ____

7. Usted se sintió motivado en clase y demostró interés por aprender

si X no ____

8. ¿Cuál ha sido la actividad que más te ha gustado?

- Asociar palabras con dibujos X
- Hacer y responder preguntas ____
- realizar juegos sobre vocabulario X
- Realizar las actividades escritas ____

9. ¿Cual ha sido la actividad que menos te ha gustado?

- Asociar palabras con dibujos ____
- Hacer y responder preguntas ____
- realizar juegos sobre vocabulario ____
- Realizar las actividades escritas X

10. ¿Consideras que las estrategias trabajadas en clase de Inglés te ayudan a desarrollar tus habilidades de habla?

SI X NO ____